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ABSTRACT

Project Proud Option of Palmer, Massachusetts, had the following objectives: (1) develop and implement a system for assessing the functioning levels of handicapped students in institutional schools as these functional levels relate to already existing job task outlines and performance objectives; (2) develop new job opportunities within the community which would be appropriate to the functioning levels of students living in institutional schools; (3) develop curricula modifications which would be specifically designed to move students from their assessed functioning levels to those which must be attained in order to perform specific job tasks; and (4) develop and initiate a procedure which would insure the successful job placement of each institutional school student participating in the project who received a vocational education appropriate to his/her functioning level. A target population of 224 students between the ages of 14 and 22 was identified. Fourteen of these students were selected to receive training at a regional vocational-technical high school while the reamining 210 students received vocational training within the grounds of their own institution. The project produced two principal products: a Student Functional Profile (CE 022 948) and a Job Functional Profile (CE 022 947). Briefly, these two tools demonstrated that successful job placement requires that educators do not start with the student but with where they want to take him or her. (BM)

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FINAL REPORT

PROJECT NO. 498AH60264

GRANT NO. G007603723

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PROUD OPTION PROJECT

FEBRUARY, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
BUREAU OF EDUCATION FOR THE HANDICAPPED

CE 022 946

U.S. DEPARTMENT OF HEALTH,
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STUDENT FUNCTIONAL PROFILE

This instrument is designed for use by public school professionals. When applied to a student, it develops an individualized profile of a student's skills in:

- Activities of daily living
- Motor Development
- Communication
- Independent Living/Community Living
- Functional Words
- Behavioral Proficiencies
- Occupational and Work Related Catagories

S
F
P

THE TOOLS THAT WORK

The Proud Option Project, through the development of its vocational assessment and curriculum modification materials, through the development of the Student and Job Functional Profiles and through the Job Placement Model has produced materials adaptable for SPECIAL NEEDS STUDENTS

. in institutions
. in given education programs
. in rural communities
. in urban communities
. in Primary, Middle and Secondary Schools

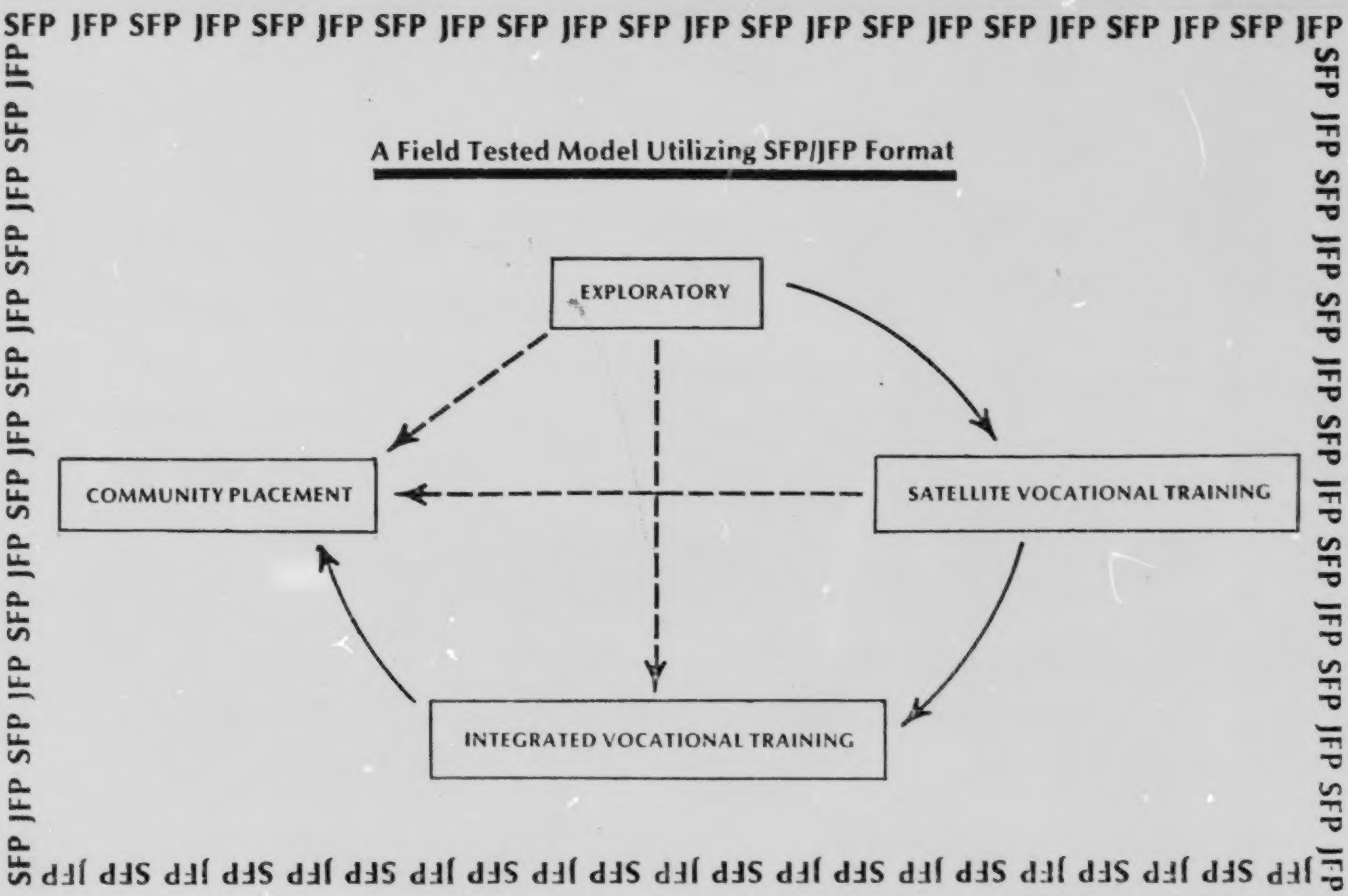
JFP

JOB FUNCTIONAL PROFILE

This instrument is used to determine the "core evaluation" of a job. The JFP provides a format for gathering information on:

- Initiating business contacts
- Collecting pertinent job information
- Identifying a worker's behavioral proficiencies
- Identifying occupation and work related skills
- Developing thorough sequencing in job analysis
- Matching these skills with data collected on the SFP

A Field Tested Model Utilizing SFP/JFP Format


SFP JFP SFP JFP SFP JFP SFP JFP SFP JFP SFP JFP SFP JFP SFP JFP SFP JFP SFP JFP SFP JFP
EXPLORATORY
COMMUNITY PLACEMENT
SATELLITE VOCATIONAL TRAINING
INTEGRATED VOCATIONAL TRAINING

THE NEED

Most general education programs are not prepared to offer the appropriate, individualized vocational programs which could help students judged able to profit from vocational education. Through training, many students could adopt semi- to fully- independent living within the community The need is evident for standard, easily-adapted and universally applicable tools which schools could, in effect, "pick up and plug in" in order to efficiently and sufficiently serve its special needs students.

PROUD OPTION EFFORTS

It is in answer to this need that the Proud Option Project has researched and developed, field tested and refined, and produced instruments designed to profile students' individual functional skill level — Student Functional Profile (SFP) and MATCH them with specific performance statements and information extrapollated from a job analysis format — Job Functional Profile (JFP). The data gathered form these color coded and easily utilized instruments can be tested against a school's existing curriculum, so that the appropriate adjustments are made to accommodate the special needs student.

The attributes, skills and proficiencies mapped out in the SFP can ultimately be MATCHED to accommodating job-skill requirments as spelled out in the JFP.

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EXECUTIVE SUMMARY

Project Proud Option was begun in 1976. It's objectives were: (1) to develop and implement a system for assessing the functioning levels of students in institutional schools in the area around Palmer, Massachusetts as these functional levels relate to already existing job task outlines and performance objectives; (2) to develop new job opportunities within the Palmer community which would be appropriate to the functioning levels of students living in institutional schools; (3) to develop curricula modifications which would be specifically designed to move students from their assessed functioning levels to those levels which must be attained in order to perform specific job tasks; and (4) to develop and initiate a procedure which would insure the successful job placement of each institutional school student participating in the project who received a vocational education which was appropriate to his level of functioning.

The Project, which ended in June, 1978, produced two principal products: (1) a Student Functional Profile and (2) a Job Functional Profile. Briefly, these two tools demonstrate that successful job placement demands that educators do not start with the student, but with where they want to take him. The student functional profile and the job functional profile tell us that the first step in vocational education curriculum is to assess two things: (1) where the students are going to function -- i.e., where they will live, where they will work, how they will get to and from work, where they will shop, etc., and what transportation they will use; and (2) how well is the student able to function presently in those evnironments. These two tools also tell us that once these assessments have been made an appropriate curriculum is one that will address the discrepancies between them.

In short, in addition to developing two useful tools Proud Option Project may indeed have done something far more important -- it has articulated a philosophy of vocational education which, if adopted, will move educators out from sheltered schools and workships into the world in which students must eventually function. This was not a stated objective of the Project, but in the long-run it may be the most important outcome.

I. BACKGROUND

In September of 1974, the most progressive special education law enacted to that date took effect in Massachusetts. That law, Chapter 766, later served as the primary model for the federal special education act, P.L. 94-142. Briefly, Chapter 766 provided that every student has a right to an education appropriate to his needs.

Since 1974, then, Massachusetts has pioneered in working out solutions to the practical problems posed by the implementation of comprehensive special education legislation. During that time, the Massachusetts Department of Education identified, as one of its major priorities, an increased emphasis on occupational education. School district regionalization/collaboration was found, after some experimentation, to be a major vehicle for the achievement of this priority. Regionalization/collaboration is helpful because it's extremely expensive to program for children with severe special needs; because the population of such children in any individual community is relatively small; because teacher training institutions have prepared only a small number of educators who are qualified or motivated to work with severely handicapped or multiply handicapped students; and, finally, because administrators are often not familiar with the potential achievements of such students.

In 1974, most severely or multiply handicapped Massachusetts children who were served by the Department of Education lived in one of the twelve state operated institutional schools in the Commonwealth. Over 50% of those students were between the ages of 14 and 22. In the course of the Core evaluation process[1] conducted pursuant to Chapter 766, the majority of this age group was judged to possess the potential to profit from training for independent or semi-independent living within the community. Accordingly, on the basis of their Core evaluations, this group had vocational education prescribed as part of the educational plan developed for them. Within the institutional schools themselves, however, there were and are few vocational education programs. Even those which did and do exist are not designed to prepare individual students to live independently or semi-independently within the community.

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[1] A "Core evaluation" is an assessment process, carried out by an appropriate professional team, as a result of which an educational prescription is written for each child who is evaluated.

The Bureau of Institutional Schools of the Massachusetts Department of Education had therefore been working on the development of several vocational education programs which would foster independent living. One which offered particular promise was located at the Pathfinder Regional Vocational Technical High School in Palmer, Massachusetts. It was a program entitled Project GROW. It serves students from the Belchertown and Monson State Schools and also from communities surrounding Palmer. This vocational training program was the first comprehensive effort in Massachusetts to integrate students from institutions into a community-based vocational high school.

To assist Project GROW in solving problems related to student needs assessment; curriculum planning and implementation; and location of, and placement of students in, appropriate job slots after the training program was completed, the Massachusetts Center for Occupational Education applied for federal assistance. The Center was a non-profit, multi-service facility that offered programs for occupational and career education. Early in 1976, the Center applied for assistance in the amount of $183,292.00 to support the development and operation of Project Proud Option for an eighteen month period. The grant application was successful and Project Proud Option began operating on July 1, 1976 in Palmer, Massachusetts under a grant from the federal Bureau of Occupational and Adult Education. Basically, the purpose of the project was to pursue research that would foster vocational opportunities for students leaving institutions. The ultimate goal of Proud Option was community employment for students leaving institutions. To achieve that goal, the Project defined four objectives for itself which it specified in its application for federal funding.[2] Those objectives were:

Objective I -- Develop and implement a system for assessing the functioning levels of students in institutional schools as these functional levels relate to already existing job task outlines and performance objectives.

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[2] See, Project Proud Option, "Application for Federal Assistance", Federal Catalog Number 13.498, dated January 5, 1975, pages 7 and following.

Objective II -- Develop new job opportunities within the community which would be appropriate to the functioning levels of students living in institutional schools.

Objective III -- Develop curricula modifications which would be specifically designed to move students from their assessed functioning levels to those levels which must be attained in order to perform specific job tasks.

Objective IV -- Develop and initiate a procedure which would insure the successful job placement of each institutional school student who has received a vocational education which was appropriate to his level of functioning.

The Project also defined a target school and a target population in their grant application.[3] The school was, obviously, the Pathfinder Regional Vocational Technical High School where the GROW

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[3] Id., page 9

Project was located. The school had approximately 400 students and served four towns: Belchertown, Monson, New Braintree, and Palmer. Pathfinder was chosen because its staff and administration had expressed interest in participating; because it served two state institutional schools located within a ten mile radius of the Palmer area; and because it's small enough to provide a comfortable educational experience for students leaving an institutional atmosphere for the first time.

At the outset, the possible universe of target students for participation in the GROW program (and consequently, the possible field laboratory for Project Proud Option) was the 224 students between the ages of 14 and 22 then residing in either the Belchertown or Monson State Schools.

Proud Option's selection of its target population was correlated with the program development process of the Bureau of Institutional Schools. In the spring of 1976, while the Proud Option application for federal assistance was pending approval, Alpha Group's[4] staff worked with Bureau of Institutional Schools program development staff at Belchertown State School and

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[4] Alpha Group is a multi-service project of the state Department of Education and is designed, among other things, to stimulate and support the development of community-based programs.

Monson State Hospital. In identifying appropriate program prototypes for the students, Alpha Group worked closely with Bureau of Institutional Schools' efforts to design vocational programs for adolescent residents. It was determined that the core of Proud Option's target population would be those students who would attend the program at Pathfinder Regional Vocational Technical High School. This model, developed under the aegis of Alpha Group promised to offer the most fertile environment for developing and testing the materials that Proud Option outlined in its proposal for federal assistance. Thus, the selection of Proud Option's students was also the selection for Project GROW's students.

Project GROW's selection of students for its program occured in mid-April, 1976, over two months prior to Proud Option's commencement. Students were selected through a joint effort of Pathfinder special educational personnel and institution staffs. Proud Option staff were not involved.

In March of 1976, the Assistant Superintendent for Children's Services at Belchertown State School and at Monson State Hospital were each given the names of seven students by the education staff of those institutions. Based on the results of Core evaluations, Title XIX evaluations, performance in institution school programs, and staff assessments, the seven students with the highest functional skill level were selected to begin Project GROW. These names were forwarded to the Director of Special Education at Pathfinder High School in mid-April.

Project GROW staff began work on April 29, 1976. During the first week, they made on-site visits to Belchertown and Monson to see each of the fourteen students selected for participation in Project GROW. Once the GROW staff had interviewed and evaluated each of the fourteen students, agreement was reached about their participation in the GROW program and a list of participants was finalized. Arrangements were then made for the students to begin working with Project GROW staff in early June.

The remaining 210 students who were part of the original target universe remained at their institutions and were slated to receive training on-grounds. Proud Option staff met with each institution's staff to consult on the development of pre-vocational, pre-training materials which the Project would be developing.

It should be noted here that of the fourteen students selected for participation in Project

GROW, only one student was replaced. That one student was not dropped for reasons of appitude or functional ability, but for medical reasons which appeared to hinder her ability to negotiate a mainstreamed environment. (This means that using assessment data which had minimal relationship to vocational aptitude, the selection process enjoyed about 93% accuracy in student selection. However, the selected population was only 6½% of a possible population of which half had already, according to their Core evaluations, been determined to be likely candidates for participation in a vocational education program.)

II. THE EARLY DAYS
July 1 - October 31, 1976

A major activity of the Project staff during this period was the establishment of the Proud Option Project in the town of Palmer. The staff had to locate and rent office space; move in; and set up accounts with local stores. Additionally, Proud Option formally introduced itself to the community during this period by joining, on October 26th, the Palmer Chamber of Commerce. This body is composed of 81 business and industry leaders. The membership list of the Chamber (plus some additional suggestions made by GROW staff) was used for an initial, introductory mailing from Proud Option to prospective employers in the area. This correspondence described the project and its staff. (See next section of this history for a full discussion of this correspondence.)

During this period, Dr. Geoffrey Miller, the Project Director, met informally with various local businessmen and employers to inform them personally of Project Proud Option's existence and goals. In September and early October, Dr. Miller spent about 50% of his time on this task.

The businessmen contacted were identified with the help of the Massachusetts Rehabilitation Commission and the Department of Employment Security. Both of these public agencies have voluminous information on employers throughout the region. Using information assembled by the Commission, data pertinent to the greater Palmer area were analyzed. This led to further contacts in the Palmer community. These contacts included two bank presidents, several manufacturing company presidents from both large and small companies and retail proprietors. In addition to introducing Proud Option as a member of the local community and establishing a rapport with certain influential members of the Palmer community, this process resulted in the acquisition of a detailed working knowledge of Palmer, including its history, politics, economy, businesses and attitudes on a wide range of topics. Dr. Miller ascertained that Palmer is a small, economically depressed community. In 1976, the local unemployment rate was 10.3%. (In the surrounding towns, the unemployment rates were equally high - i.e., Monson - 12.1%; New Braintree - 14.4%; Belchertown - 8.1%.) Additionally, the Palmer community, Dr. Miller discovered, generally had a negative, sterotypical attitude about the handicapped. There are two large state institutional schools within a ten mile radius of the city and often the only knowledge Palmer residents had of the handicapped is what they had seen and heard about institutions. Since most stories about institutions that become news-items relate to depressing, or even horrible, conditions and their impact on institutional residents, there was a general lack of awareness in the Palmer community about the capabilities of many individuals who live in institutional settings. As a result of these and other facts and impressions gathered by Dr. Miller decisions were made by

Proud Option's leadership to stress the Project's federal identity; to deemphasize employment sollicitation and to stress job analysis in initial contacts with Palmer businesses.

Between July and October, Proud Option staff also established a working relationship with GROW program staff and with the staff of the Pathfinder High School. Since the students in the GROW program are the students with whom the Proud Option Project would be working, a constructive working relationship with the GROW/Pathfinder staffs was considered essential. In order to develop productive working relationships with these two staffs, the Proud Option staff held a series of formal and informal meetings with them during the Project's earliest days. However, from the very beginning there were problems in these relationships. GROW administration, in the initial meetings, expressed concern about the stability of their program and about the amount of time their staff would have to expend to work effectively with the Proud Option Project. (GROW has eight staff members and eighteen participating students.) Additionally, the original specified population of Project GROW was 56 students. GROW staff, Pathfinder staff and institutions' staff were unable to identify more than 18 students for participation in that project. That meant, from the beginning, that there would be only a very limited opportunity to field test materials developed by Project Proud Option.

Another initial source of difficulty in coordinating the work of Project Proud Option and GROW/Pathfinder staffs was the fact that during the earliest days of Proud Option's functioning the staffs of Belchertown and Monson State Schools completed the Educational Evaluation and Planning Package (EEPP) on the students selected to participate in the GROW program. The EEPP, which was finalized and published between February and April, 1976,by the Massachusetts Center for Program Development and Evaluation pursuant to Title VIB funds, provides a functional analysis of a student in the life skills areas. Unfortunately, because of its excessive length, it fostered an abbreviated, narrative format of recording student progress. Although Proud Option staff was involved during this initial period in an attempt to simplify the EEPP and thereby encourage the recording of specific, detailed data about students' functioning levels, Project GROW, Pathfinder and institutional staffs all continued to assess student progress in narrative form during the first phase of Project Proud Option. (It should be noted here that EEPP's material and data on students collected by institution staff in the summer of 1976 was probably outdated by the time GROW staff intended to use it in the fall of 1976.)

The format for recording student progress next developed by Project GROW (See Appendix A) offered a summary of observed behaviors on each student in five areas: (1) language; (2) academics; (3) vocational areas; (4) behavior; and (5) vocation guidance. Each of these five sections was completed by the instructor for that area. Consequently, there was no comprehensive, objectively verifiable, integreated evaluation of a student's functioning ability. Therefore, there was little available data about what kind of training should occur, what occupation(s) a student would prefer, and what specific vocational aptitudes each participant possessed.

One basic product that Project Proud Option was designed to develop was a standard measure of vocational aptitude and career interests which could be used to evaluate institutional students for vocational education programs. During the Project's earliest months, work was begun on the Student Functional Profile (SFP) which is a form that when completed would contain detailed functional statements about each student in life function areas. The student functional profile was originally scheduled by Proud Option leadership to be completed in "first draft" form in the Fall of 1976. However, the complexity of establishing Project Proud Option in a community that is economically depressed and uninformed about the needs and abilities of handicapped people meant that the establishment process consumed more time than anticipated. Therefore, the first draft of the student functional profile was not completed until early winter, 1976. Meanwhile, GROW staff continued to use their own summary, narrative form for student evaluations.

In conjunction with the formulation of the student functional profile, Proud Option staff began during this period to identify previously developed job analyses in preparation for the development of a Job Functional Profile (JFP). They reviewed available material and began discussions about completed job analyses and vocational training with a number of program staff throughout the country who are involved in special needs vocational training. (~~An example is appendixed to this~~ report.)
Example Found in [illegible] [illegible], [illegible]

The job functional profile is made up of a general job brief and a comprehensive job analysis. During this period, Project staff developed formats for the job functional profile. The job brief provides a description of potential job opportunities and was designed, in part, to be used by Proud Option staff in working with the GROW staff and students in deciding which vocational areas should be pursued and also in the development of the curriculum for training within each area. The job analysis, as designed by Proud Option staff, relates to a specific job and provides a detailed functional analysis of that job. The job analysis was designed to be used along with the student functional profile to develop a specific individual curriculum for each student.

The purpose of both the student functional profile and the job functional profile is to relate a student's level of functioning to job performance objectives. As described above, development of both of these tools began during the first phase of Project Proud Option's activity.

However, a major weakness was caused by the absence of an objectively verifiable standardized reporting format about a student's functioning level during Project Proud Option's first few months of existence. Since Proud Option was unable to develop a working draft of the student functional profile coincidently with the beginning of Project GROW, (an impossibility since GROW was functioning months before Proud Option's grant application was approved) decisions about which vocational area would be the optimum choice for each GROW student were tenuously made, at best. Therefore, vocational training assignments were made by GROW staff during the first and second phases of Project Proud Option without carefully relating a student's level of functioning to job performance objectives.

A final, initial activity which took place during the month of October was the arrangement of a Process Evaluation of the Proud Option Project by Developmental Research Center (DRC), a Boston-based, non-profit research and consulting firm. (See Appendix B)

The Proud Option staff and DRC staff developed a methodology for documenting and evaluating the progress of the Project. (For a detailed discussion of the evaluation methodology, see:

Developmental Research Center, "Proposal to Conduct a Process Evaluation of Proud Option Project", October, 1976. See Appendix C.) One of the major activities of the Process Evaluation completed during this phase of the Project was the development of a detailed project management plan for each of the four Proud Option objectives outlined above. This project management plan was completed in late October and is included in this report as Appendix D.

III. DEVELOPING THE STUDENT FUNCTIONAL PROFILE AND THE JOB FUNCTIONAL PROFILE

November 1, 1976 - January 31, 1977

A. The Student Functional Profile

The development of the student functional profile involved an extensive research effort. Proud Option staff contacted program models for training handicapped students in Ohio, Pennsylvania, Michigan, and Wisconsin. After having an Educational Research Information Center (ERIC) search completed on pertinent topics; and after having contacted a number of state Departments of Education (those mentioned above plus Oregon)[5]; and after having completed a review of available literature,[6] Proud Option staff determined that the efforts undertaken at the University of Wisconsin were of particular note.[7]

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[5] The literature search conducted by Proud Option staff indicated that these were the states with prototype programs for vocational education programs. See next page for discription of literature search.

The Wisconsin program is run out of the Department of Behavioral Disabilities at the University of Wisconsin and is headed up by Dr. Louis Brown. It operates in the Madison Public School System and is funded in part by Madison Public Schools Federal Contract No. OEG-O-74-7993, in part by Grant No. OEG-O-73-6137 made to the University of Wisconsin-Madison by the Department of HEW, USOE, Bureau of Education for the Handicapped, Division of Personnel Preparation, Washington, D.C., and in part by the Vocational Education Project, #7-4818-S114 from the Wisconsin State Department of Public Instruction.[8]

Dr. Miller visited Dr. Brown at the University of Wisconsin at Madison. Dr. Brown and his staff run a pilot program to train handicapped people for jobs in Madison, Wisconsin, an urban, university community.[9]

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[6] This literature search resulted in a bibliography which is detailed in the final Job Functional Profile and Student Functional Profile booklets. The search was conducted in part by Dr. Mary Quilling and its results are available as a separate paper.

[7] As part of the selection process, Dr. Miller visited both Wisconsin and spoke personally with representatives of the state Departments of Education from Michigan, Pennsylvania and Oregon at a conference on vocational education held during this time in Houston, Texas. The research associate in Proud Option also visited the Center for Vocational Research at Ohio State University in Columbus, Ohio.

[8] For a more complete discussion of the Wisconsin program see, Brown and Belmore, "A Job Skill Inventory Strategy for Use in a Public School Vocational Training Program for Severely Handicapped Potential Workers", available from the Department of Behavioral Disabilities, University of Wisconsin, 427 Education Blvd., Madison, Wisc. 53706.

Based on these research activities, Proud Option staff developed the first list of categories and behavior items that would become the basis for the student functional profile's "adjustment" and "behavior" sections. These original items were essentially extrapollated from several existing behavior-based curricula that had been previously validated by a long history of field tests in a variety of settings.

B. Job Functional Profile

As explained in the previous section of this history, the task of developing a job functional profile was begun by Proud Option staff during the Project's earliest days. These early efforts were concentrated on obtaining information about existing jobs in the community and about potential new jobs. An initial step was the mailing of over 150 individually salutated letters to prospective employers in the Palmer area. This correspondence introduced and described the Project and its staff and tied Proud Option to the work of Project GROW at Pathfinder High School. (This letter can be found in the Job Functional Profile.)

As a follow-up to the letter each employer was contacted personally by phone. This process was begun on December 15, 1976. The purpose of these calls was to arrange for Proud Option staff to visit with each employer to more fully explain the Project and to familiarize the Project with that businessman's firm, office, factory, store or plant. A record of all these telephone contacts was kept by Project staff. (For an example of the record keeping format used by Proud Option for telephone contacts, see: Meunier et al, "Field Report: Job Functional Analysis", dated April, 15, 1977, appendixed to this report. (Quarterly Report)

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[9] In addition to the reference in note 8, supra., the Job Functional Profile also contains a description of the Wisconsin project.

Those potential employers contacted were next categorized by Project staff by "career cluster", that is, for example, food trades/culinary arts, allied health, etc. Priority was then assigned to those employers whose businesses required training in one of the four areas that Project GROW offered: (1) business and office occupations; (2) allied health; (3) culinary arts; and (4) agribusiness/grounds maintenance.

Based on new information gathered from GROW staff and from recommendations made by business contacts in the Palmer community and by retired businessmen who worked with Project Proud Option during this time, an additional 56 letters were sent out on December 23, 1976. The feedback from employer contacts carried out during this period was highly successful. Of the initial 150 employers who received correspondence, successful phone contact was established with 64. With six exceptions, most of the 64 were interested in the Project and agreed to cooperate with the Project's efforts to prepare a job analysis of available or potentially available job possibilities in the Palmer area.

Through this process, 25 employers with job possibilities in the four areas for which GROW provided vocational training were identified.

A complete report on Project Proud Option's initial review of job possibilities in the Palmer area was prepared and submitted to Project Grow staff for their review on January 21, 1977. This report, appendixed here, contained:

- a list of jobs within the business community which might supply employment possibilities for Project GROW students;
- a list of businesses where employment prospects were not viable at that time but which might prove valuable at a later date;
- a list of individuals who had been valuable resources to the Project;
- a list of business which initially indicated no interest in being contacted again;
- job training placement survey for retarded youth which is expected to be valuable in relating potential jobs on the national scene with employment possibilities in the Palmer

area; and

- job analysis forms which describe in further detail the businesses where the jobs identified are located.

During this second phase of the Project, Proud Option staff also completed the initial research background for the job functional profile. For the first field test draft of the job functional profile, Proud Option staff decided to use a three-part model:

- a job analysis - containing a summary description of a potential job placement;
- an occupational brief - containing a detailed description of how the job is structured and where it is located; and
- a comprehensive job skill inventory - containing a detailed analysis of each piece of behavior necessary to complete every task associated with a given job.

Each part of this model for the job functional profile was completed during this Project phase. (For examples of these formats, see: DuBois et al, "Process Evaluation of Project Proud Option, Report #2", February, 1977, Appendix E.)

Also in the fall and early winter of 1976 Proud Option leadership continued their efforts to obtain assistance with the development of plans for the dissemination of the results of the Project's work. An arrangement was finalized between Proud Option and Project Cedis whereby Cedis staff would provide technical assistance on dissemination methodology. (A more complete discussion of Cedis' capabilities is appendixed in Prior Continuation Report ~~to this document~~.)

At this time, Project leadership realized that the Project's eighteen month lifespan would be insufficient to effectively field test all of the Project's anticipated materials. It was decided that an expansion of the project would produce more effectively tested and, therefore, more useful materials. Therefore, Project leadership decided to submit a request for an additional twelve month funding for the Project. So Proud Option staff and consultants from Developmental Research Center began work in January, 1977 on a proposal for additional funding. That proposal was submitted to the U.S. Office of Education, Department of Health, Education and Welfare, for vocational education research funds. Specifically, proposal was made to the Bureau of Occupational and Adult Education.

Finally, Proud Option leadership was faced with a significant staffing problem during its second phase of operation when the senior project researcher specializing in functional analysis and curriculum development left the project staff. Appropriately trained and experienced people are very difficult to find in that field and although project leadership began to spend a significant amount of time in search for staff and/or consultants to fill this gap as soon as it developed, the problem was not solved during this phase of the Project. However, the lack of specialization in functional analysis curriculum development did not, during this time, impact on the Project's ability to meet its self-imposed deadlines for the production of its materials.

IV. FIELD TESTING THE STUDENT FUNCTIONAL PROFILE AND THE JOB FUNCTIONAL PROFILE

February 1, 1977 - March 31, 1977

A. Student Functional Profile

In its completed form, the first draft of the student functional profile consisted of two sections, an "adjustment skills" section and a "worker behaviors" section. During February, these two sections were field tested. The field test of the first draft of the student functional profile was completed on February 25, 1977, ten days behind the schedule that Proud Option had set for itself. Upon completion of the field test, Project GROW staff and Proud Option staff agreed that the outlined format was too summary to be useful and that a more precise approach to student skill analysis was needed in order to accomplish individual program planning for each student.

This initial field test was hampered by the fact that, with the exception of two students, the parents were not present during the evaluation staff sessions. The responsibility for parent participation had been assumed by Project GROW's director, who clearly failed to fulfill it. In fairness, however, it should be mentioned that some parents were notified and *chose* not to be involved in the evaluation sessions.

After the field test, the student functional profile was analyzed and revised by three members of the Project GROW staff: the job placement coordinator, the language therapist and the academic instructor. The revisions which they suggested were later collated and then reviewed by Proud

Option staff and work was then begun on a second draft of the student functional profile.

During the week of February 28 - March 4, 1977, Proud Option staff worked intensively with GROW staff in order to train GROW staff to utilize the student functional profile as their reporting format on student functional skill levels. Project staff anticipated that the use of this standardized checklist of student skills would facilitate the development of individualized instructional objectives thus formulating a curriculum appropriate to the abilities of each student.

The second draft of the student functional profile was completed by Proud Option staff in the middle of March and the process of sharing this new design with Project GROW staff was begun. The second draft took a significantly different approach than did the first draft. The second draft involved considerably more detailed and specific analysis of each individual student. It consisted of two parts:

- an adjustment section - containing an analysis of each student's functional abilities; and
- a behaviors section - describing which general behaviors were required by specific

employment.

An additional third section was later added:

- a skills section - describing which specific job-related skills each student could perform.

B. The Job Functional Profile

During this third phase of Project Proud Option, Project staff also continued to work on the development of a job functional profile and on the identification of part and full time jobs for students in the GROW program. They identified six summer job placements, some full and some half time, which would be appropriate to GROW students. These jobs were in such areas as dishwashing, assistance and maintenance work. Unfortunately, however, during this phase, it became apparent to Proud Option leadership that Project GROW had administrative problems that hampered its ability to focus its resources on preparing appropriate students for placement in these summer jobs. In order to assess the situation at GROW, Proud Option leadership employed an experienced vocational educator as a consultant. He confirmed Proud Option staff's concern that there were limited organized, relevant curriculum plans existing at that time in the GROW program. Proud Option then initiated a series of meetings with GROW staff in the hope that a curriculum would be developed through a joint effort. This did not happen, however, primarily because GROW staff expected that Proud Option would simply present them with completed curriculum plans obtained from task analyzed jobs, and therefore GROW staff did not seriously attempt to work with Proud Option to develop these plans.

During this third phase of the Project, work on the development of a job analysis methodology was accelerated for two reasons. The first was the recognition by Proud Option staff that since there was a need for a close relationship between the student functional profile and the job functional profile, any development in one required developments in the other. Since a good deal of work had been done on the student functional profile by this time, Project staff felt that it was important to move immediately to complete paralled developments on the job functional profile. The second reason was that the Project had extensive field testing experience with the initial drafts of the job functional profile by this time and that experience had provided them with sufficient data to move ahead rapidly with improvements on these materials.

The job analysis form was revised during this period to insure that each form was used for the analysis of only one particular job rather than a group of jobs possibly available at a given business. Also at this time, Proud Option staff began a major revision of the occupational brief and the comprehensive job skill inventory. Project staff developed a new job functional profile, "Profiles for Placement" form which included many of the considerations covered in the previous occupational brief, e.g., skill requirments and job task sequencing, as well as all of the job skill issues covered in the comprehensive job skill inventory. The profile's form, however, handled all of these issues in a unified format which exactly paralleled the format used in the student functional profile. The new form was also substantively very similar to the student functional profile in that it employed detailed lists of objectively verifiable behavior descriptions organized under categories that paralleled the student functional profile organization.

While this draft of the Profile for Placement was not complete, it represented significant progress in the Project's materials development work due to its close relationship to the by-then sophisticated student functional profile materials.

Developmental Research Center staff, during a periodic evaluation, raised a question about whether the job functional profile needed to include the sub-section on adjustment. DRC staff generally felt that while this section would be appropriate on the student functional profile as a guideline for program staff in working with students, it was not a component which was necessary for understanding the behavioral and skill requirements of a given job. They therefore recommended that it be reconsidered and some other aspects added to the behavior and skills sections of the job functional profile and the balance of the adjustment section eliminated.

The field test plans for the revised portions of the job functional profile were begun on March 25th and were scheduled to continue at least into June. The targets for the field test were 35 jobs which both GROW and Pathfinder staff agreed were potential placements for GROW students. The notion was to tie the field test as closely as possible to GROW students' potential needs. Otherwise, the field test was scheduled to continue through as many identified potential job placements as possible, no matter how remote the possibility, so that Proud Option staff would be able to stockpile task-analyzed jobs for future use in GROW program curriculum development and student guidance.

V. REFINING THE STUDENT FUNCTIONAL PROFILE AND THE JOB FUNCTIONAL PROFILE/DEVELOPING CURRICULUM MODIFICATIONS

April 1, 1977 - June 15, 1977

A. The Student Functional Profile

During the month of April, 1977, the field test of the second draft of the student functional profile was completed. To prepare Project GROW staff for this field test, Proud Option staff conducted a one day work-shop to introduce them to the new, more detailed student functional profile, to discuss how it would be used during the field test, and to answer any questions that Project GROW staff had about the profile or its application. The field test was conducted in the following way: a folder was set up for each student in the GROW program. The folder contained a complete set of student functional profile forms; an "adjustment" section, containing an analysis of each student's functional abilities; a "behavior" section, describing which general behaviors required by employment situations each student was able to perform; and a "skills" section, describing which specific job-related skills each student could perform. Each teacher in the GROW program was asked to fill out the appropriate subsections of the profile. When this was completed, case conferences on each student were arranged by Proud Option staff. At each of these conferences, the teachers working with a student would review that student's completed profile materials with a Proud Option staff member and resolve any questions or inconsistencies that had come up. Proud Option leadership hoped that this review process would produce an integrated, internally consistent profile of each student which would facilitate the development of an appropriate vocational curriculum for that student. However, these case conferences were usually consumed with questions that GROW staff had about the profile forms. These questions would have been more appropriately and constructively resolved during the one day work-shop that Proud Option had conducted for just that purpose. In any event, because the case conferences were often bogged down with GROW staff's procedural questions, conflicts of views about a particular student's abilities were often not resolved in them.

Several issues were raised by the participants in the field test of the second draft of the student functional profile. Project GROW staff commented that the "activities of daily living" subsection of the "adjustment" section would have been more appropriately filled out by the staff of the institution where a student was living since that staff had more opportunity than did GROW staff to observe particular students in a wide variety of daily living situations.[10]

Additionally, Proud Option staff had the impression at the conclusion of the field test that GROW staff reports on particular students were not always based simply on personal observation but also on speculation about what the child might do in a certain situation.

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[10] Actually, some GROW staff recommended deleting this subsection totally from the SFP, since if kept it would be dealt with by them and they did not feel that they should be responsible for such pre-vocational training as toilet training and other hygenic tasks.

A final and vital issue was raised as a result of GROW staff's refusal to fill out the "skills" section of the student functional profile. When questioned about her staff's refusal to fill out this section of the profile materials, GROW's director simply announced, without any prior indication, that GROW students were not ready for specific job placements and that they would not be ready for a year or a year and a half at the earliest.[11]

Therefore, it would be inappropriate to fill out the "skills" section of their profiles prematurely.[12] This pronouncement by GROW leadership was unsubstantiated by even one thread of objectively verifiable data about individual students in that program. And, regardless of whether a student is ready for a specific job placement or will be ready in the future, the information in the "skills" section would be extremely valuable in planning a vocational curriculum for him/her.

The results of the field test of the second draft of the student functional profile were reviewed by Proud Option staff and consultants. In addition to the issues raised above, several other issues of concern were raised in the course of this field test for children's services at the two institutions where the GROW students lived. The response from these administrators was generally positive.

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[11] This statement was made after Proud Option staff had established placements for six students in the Palmer area.

[12] It was Proud Option's opinion that at this point GROW staff were so far behind their own management schedule that it would have been impossible for them to complete this task when they were expected to do so.

The preparation of the third draft of the student functional profile was begun in early June and was scheduled to continue through August. Dr. Mary Quilling, Associate Professor of Research in the School of Education at the University of Massachusetts at Amherst was retained by Proud Option leadership to work closely with the Project on this revision.

The field test of the third draft of the profile was scheduled for early fall to enable Proud Option to take advantage of an offer made by the Boston school system to field test the materials in the Boston schools, specifically at Hyde Park and Dorchester high schools in their newly developed Occupational Skill Development Centers.[13]

B. The Job Functional Profile

As indicated previously in this history, the six summer job placements developed for Project GROW students by Proud Option staff were not utilized during the summer of 1976. The GROW director was of the opinion that none of the project's students were ready for such placement. When Proud Option leadership was informed of this decision, efforts were immediately made to discuss the matter with GROW staff and leadership as well as with the administration at the Pathfinder High School, the Belchertown State School and the Monson State School. After some discussion, it appeared to Proud Option staff that it would not be productive to continue its job development efforts and, therefore, they were suspended. Proud Option staff then decided to concentrate its efforts on job analysis research until such time as this practical problem could be resolved.

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[13] Since Palmer provided Proud Option with a rural setting, Boston was chosen to be the urban setting for a field test of their materials. This selection was approved by the Project's HEW project officer and negotiator and Dr. Katie Best and Mr. Dan Donohue who served as the principal investigators for the project.

By the middle of June, Proud Option staff had analyzed fifty-two jobs with fourteen employers. Each analysis included some form of job analysis, occupational brief and/or task analysis of the job. (See Meunier et al., *op.cit.*, p. 21, appendixed here.) This job analysis was continued as additional opportunities for such work were identified by Proud Option staff. In the meantime, staff began a secondary-level analysis of all job information gathered to that time. The purpose of this analysis was to prepare a description of the field of available jobs in the Palmer area which would be useful to vocational planners. To accomplish this, commom skills were identified among jobs that were of both a similar and dissimilar nature. That was done because Proud Option leadership determined that one could factor out common skills from "unlike" jobs, for example, waiting table, dishwasher, chambermaid, nurse's aide, etc., and develop a common core of skills to be used in training a student in a simulated setting. This approach, of course, gives a student a broader range of training and preparation and possibly a better chance at finding a suitable work placement.

The relationship between these common skills was enhanced by additional research done on previous job analyses of similar and dissimilar job types in other vocational education projects. A format for displaying the results of this process was developed by Proud Option staff. This format allows the reader to review general information about a specific category of jobs and to review the skills requirements which are common to all jobs of that type or a variation of that type.

This"Common Core of Skills"material has become a critical part of the work of Proud Option Project. It allows educators to extract from the available jobs necessary skills common to all job sites about which a student must be trained prior to begining on-the-job training. This may be Proud Option's single most important contribution to curriculum modification in vocational education. (Discussed in the next section of this report.)

After an educator has extracted the common skills from available jobs, the format developed by Proud Option allows him to review, on an employer-by-employer basis, the additional specific skills which are required by specific employers in the area. After this has been accomplished, simulated training can take place, where skills appropriate to only one of the available jobs are looked at with the intent of then providing on-site, on-job training.

This "Common Core of Skills" material represents an additional product which is a tool for teachers and curriculum planners which initially had not been anticipated as a product of the work of Project Proud Option.

C. Development of Curriculum Modifications

The curriculum planning model development activities which Proud Option leadership had scheduled for this project period were:

- introduce proposed model and revise with GROW staff as necessary (completed);
- implement curriculum planning using results of student functional profile and

job functional profile field tests (completed);

- monitor curriculum implementation and assist with modifications as necessary (not completed); and
- begin to revise curriculum planning
- model based on this first field test (not completed).

Proud Option staff had planned to accomplish the necessary activities during this period by combining them with the then current field test of the student functional profile materials. The general expectation was that as Proud Option staff worked with GROW staff on the assessment of each student in the GROW program they could utilize the results of those assessments as well as the job functional profile materials and develop a curriculum plan for each individual student based on a set of behavioral objectives which would be deduced from an analysis of the student functional profile and the job functional profile materials. Procedurally, this was to be the curriculum planning model which would be tested.

This test was not accomplished. The reasons for this, which are cited by Proud Option staff and leadership, include:

- ignorance on the part of GROW staff of the value of the curriculum planning process. (For example, GROW vocational instructors were quoted as saying that "they knew what dishwashers needed to know and didn't need any help in working out a curriculum for such training".);

- confusion among the GROW staff about the need for detailed task analysis of all jobs and about how and where this data would fit into their existing curriculum;
- a sense on the part of GROW staff that the task of building a new complex curriculum based on individual student plans was overwhelming;
- an unsympathic Project GROW leadership;
- a reluctance on the part of Project GROW staff and leadership to work with Proud Option staff, because, in the opinion of Project GROW, Proud Option staff lacked sufficient experience with such curriculum planning; and finally,
- an error on the part of the planners of both the GROW Project and the Proud Option Project in the timing of these two projects. Project Proud Option should have started

one year before GROW Project began so that Proud Option information and materials could have become the basis on which GROW Project's curriculum was developed.

Although a series of efforts were made by Proud Option staff and leadership to resolve these problems, the intensity of the resistence by GROW staff and leadership was too great to be overcome. As a result, Proud Option was forced to develop a curriculum planning model piecemeal -- that is, in response to a series of problems raised by GROW staff and as a result of their own independent research instead of developing a model as they had originally intended.

Although Proud Option was forced to use a reactive process rather than the anticipated interactive process for developing the curriculum planning model, a useful product, the "Common Core of Skills" was produced.

VI. FIELD TESTING THE STUDENT FUNCTIONAL PROFILE IN THE BOSTON SCHOOL SYSTEM; FINALIZING THE FORMAT OF THE JOB FUNCTIONAL PROFILE; DISSEMINATION ACTIVITIES

June 16, 1977 - October 15, 1977

A. Field Testing

The field test of the third draft of the student functional profile was carried out by Proud Option staff on schedule. To prepare the

Boston school system staff for this field test, Proud Option's director offered to make himself available for a series of in-house training and orientation programs. Unfortunately, the Boston school system administration decided not to conduct an extensive orientation and training program for its personnel. Finally, a comprise was reached and Dr. Miller agreed to be available for "informal" consultation about Proud Option materials.

The procedure[14] for conducting the field test in the Boston school system involved setting up a folder on each student involved in the analysis. That folder contained a complete set of student functional profile forms; an adjustment section, containing an analysis of each student's functional abilities; a behavior section, describing which general behaviors required by employment situations each student could perform; and a skills section, describing which specific job-related skills each student could perform. However, because of advances made by the Proud Option staff during this period the application of the student functional profile, third draft, was more efficient and easier than the application of previous drafts. Proud Option developed color-coded evaluation tools, which used a "tick sheet" for each of the major areas with which the student functional profile is concerned. An evaluator merely would turn to the front of the profile form and complete a tick sheet on, say, the "activities of daily living" section of the profile. If the evaluator is satisfied, on the basis of the completion of the tick sheet, that a student will satisfactorily perform in those life skill areas he could dispense with completing the more detailed and extensive area on "activities of daily living" found later in the student functional profile. Each major section, was color-coded to its tick sheet in the front of the profile, so that the form as developed became increasingly more simple and efficient to use.

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[14] It should be noted here that Proud Option leadership developed a "contract" with Mr. Mark Dorfmon, director of the Occupational Skill Development Center, under the terms of which students at the Center printed and reproduced the folders described in the text above. The field test was therefore itself turned into a "job experience" for the handicapped students. They were paid for the work they performed.

Therefore, unlike the field test of the second draft of the student functional profile, in the case of the third draft of the SFP, teachers in the Boston school system were asked not to fill out every appropriate sub-section of the student functional profile, but only to fill out all the tick sheets and then to complete only those sub-sections which completion of the tick sheets indicated was necessary. This advance in the format of the student functional profile was most significant. Proud Option leadership developed it after extensive consultation with teachers in the GROW program, where the second draft of the SFP was field tested, with consultants, and with members of the Boston school system.

This advance made the application of the SFP at the Occupational Skill Development Centers at Dorchester and Hyde Park high schools more efficient.

The skill centers provided an opportunity for 100 students with limited academic ability to participate in a program designed to prepare them to function with maximal independence in the social-vocational environments.

Also during this time, Proud Option leadership continued its efforts to involve GROW administration and teachers in the field test of the student functional profile, third draft. These efforts proved unsuccessful. The result was that Proud Option leadership was not advised by GROW of the identification of even one student in the GROW program who was ready for evaluation according to the student functional profile method leading to job placement.

Therefore, after discussion with Dr. Katherine Best and Mr. Daniel Donohue, co-directors of the Alpha Group and the principal investigators of Proud Option Project, with other consultants and with the project officer at HEW, Proud Option leadership decided to expand the purpose of the Project's original Objective #4 so that service to other areas, such as the Boston school system, the Needham project, and educational collaboratives located in Massachusetts were included in the scope of that objective.

B. Job Development and Job Analysis Research

Since Project GROW leadership decided that none of its students were ready for even part-time employment as identified by Proud Option staff, Proud Option leadership halted efforts to directly place handicapped adolescents from the GROW program in job situations. Project efforts were, instead, redirected to accomplish a more extensive field test of the third draft of the student functional profile in the Boston school system; to refining the student functional profile format with the help of consultants, as described above; and to refining the Job Functional Profile after consultation with Dr. Louis Brown and Mr. Ken Belmore.

After extensive consultation, Proud Option leadership decided to integrate the Job Skill Inventory developed by Dr. Brown and Mr. Belmore into the Job Functional Profile developed by Proud Option. At this point in the Project's history, Proud Option leadership intended to utilize the Job Skill Inventory as follows: If, after the Job Functional Profile has been completed and, for a particular student, it appears that a job is available, then the Job Skill Inventory, a much more detailed system for analyzing jobs, will be completed. If the Student Functional Profile and the Job Functional Profile, together, do not provide sufficient information about that student's abilities in relation to the job skills necessary in a particular job. (Note that this tool is only used after the Student Functional Profile and the Job Functional Profile have been completed and the results analyzed. The use of these two tools developed by Proud Option will generally indicate what available jobs are appropriate for a particular student and the basic skills needed to function sucessfully in that job. If, after appropriate simulated training, additional information is still needed, then the Job Skill Inventory will be used.)

The Job Functional Profile, as developed at this point in the Project's history, consisted of four parts. The first was a philosophical breakdown and explanation of what was contained in the Job Functional Profile. The second was a two page description of how to make contact with potential employers. The third part of the JFP moved into specific information about specific jobs available in each of the firms identified through use of the second part of the JFP. The last part of the JFP was a review of specific information about each job itself -- for example, do you have to wear a uniform?

Proud Option visualized that the JFP, when completed, would provide the following information:

1. a description of a particular firm where jobs might be available;
2. characteristics of particular jobs;
3. specific information about work to be performed in a job;
4. information about the kinds of equipment used in a particular job;
5. information about the skills that would be needed to perform a particular job -- i.e., verbal, motor, attitudinal, etc.; (Note that this component closely resembles the Student Functional Profile.)
6. information, laid out in graph form, about what would be involved in performing a particular job.

During this time, Proud Option leadership investigated the Task analysis system as outlined in Brown and Belmore's University of Wisconsin materials[15] for possible use in the materials developed by Proud Option. Attempts were made to identify graphics experts (Project leadership consulted with Dr. Louis Brown, Dr. Mary Quilling, Mandala) with whom to work in developing a graph for both the student functional profile and the job functional profile. Ideally, once an SFP and a JFP had been completed, the material contained in each could be transferred to a simple graph and those graphs, when read together, would indicate whether a particular job placement was appropriate for a particular student.

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[15] See infra., note 8, page 19.

At this point in the Project, Proud Option leadership had yet to determine whether a "commonality" tool, a tool which described common skills for different jobs, should be included in the JFP or issued as a separate tool, entitled a Basic Job Skills Index. The leadership was also in contact with the leadership of the Alpha Group. The Alpha Group was at this point discussing the development of materials which would deal with how existing jobs might be modified so that they could be accomplished by people with varying handicapps. Alpha Group never finalized those materials, and, in fact, the approach that they relied on for approaching potential employers was derived, to some degree, from Proud Option research and consultation.

Dr. Miller continued to rely on his consultants to determine the approach to be used in implementing Proud Option's materials.

Finally, at this point, Proud Option leadership decided that the Job Functional Profile forms would be issued in much the same format as the Student Functional Profile forms had been. That is, the Job Functional Profile would be sectionalized and each section would be tabbed for quick reference. In addition, it was decided that a final section would be included in the JFP. This final section would include blank JFP forms so that programs attempting to place handicapped youngsters could complete these forms about firms that are of particular interest to them and thereby develop indices of thier area's available jobs.

C. Dissemination Activities

During this time, Dr. Miller was invited to become a field editor for the Council for Exceptional Children. Dr. Wayne Sailor of San Francisco State University had received a Bureau for the Education of the Handicapped (DHEW) grant to develop a consortium of leaders in special education who were working in urban areas. Dr. Miller had hoped that this consortium would prove to be an effective means for dissemination of Proud Option materials. Unfortunately, that consortium never fully materialized and so Proud Option's optimism was not realized.

In addition, to prepare for further dissemination of their materials, Proud Option staff at this point in the Project's history contracted with several consulting groups. John and Mary Curtin were already involved with the Project. They completed an update of the Project's slide tape show prior to Dr. Miller's trip to San Francisco in October. The Curtins then moved to Phode Island . A replacement was found, the Mandala Publishing Company.

Dr. Miller contracted with this group and a brochure describing the Project's activities was developed and dissemination of that began, as well. (That brochure is included here as Appendix F.) Probably the major dissemination activity undertaken by

Proud Option during this period was the attendance by Dr. Miller at the annual conference of the American Association for the Education of the Severely and Profoundly Handicapped. That conference took place in San Francisco, California in mid-October, 1977. Dr. Miller presented a workshop during the conference on the Project's research activities and developed materials. That workshop was one of the best attended of the entire conference and the interest that workshop participants evidenced in the Project's work and materials was strong. Proud Option received over forty requests for additional information.

Finally, Proud Option leadership recognized at this point the need and importance of assuring the distribution of their materials to as large a population as possible. This should be noted as an important decision for two reasons: 1) this was not stipulated in the original grant; Proud Option was only to develop instruments suitable for field testing; and 2) consequently, there was no direction supplied by HEW about dissemination activities on a national basis.

D. A Word About the Project's Extension

During this time, Proud Option leadership received notice that their request for additional funding to continue the Project for an additional twelve months and expand their field testing activities had been denied by the U.S. Office of Education. Proud Option leadership then engaged in a series of efforts to secure additional funds. After extensive negotiations, Dr. Miller secured a six-month extension of the Project, through June 30, 1978. This extension was financed solely out of the Project's existing funds.

Realizing, however, that additional funding would make dissemination activities easier and more effective, Dr. Miller applied for approximately $43,000.00 from the State of Massachusetts, Department of Education, Division of Occupational Education. No response to that application was ever received from that Department, despite continued follow-up efforts by Proud Option leadership. Additionally, further inquiries were made to the U.S. Office of Education to determine if any further options remained viable there.

VII. EVALUATING THE FIELD TEST OF THE THIRD DRAFT OF THE STUDENT FUNCTIONAL PROFILE; FINALIZING THE FORMATS OF THE STUDENT FUNCTIONAL PROFILE AND THE JOB FUNCTIONAL PROFILE; DEVELOPMENT OF THE JOB SCAN PROFILE AND THE STUDENT SKILL/JOB REQUIREMENT COMPARISON FORM; DISSEMINATION ACTIVITIES

October 16, 1977 - March 31, 1978

A. Evaluating the Field Test

The field test of the third draft of the student functional profile was carried out by Proud Option staff and completed in early December, 1977. It took place, as has been explained previously in this history, at the Occupational Skill Development Centers at Dorchester and Hyde Park high schools. The test was somewhat hindered by the severe winter weather in Massachusetts during 1977. The weather forced the closing of the public shcool system for extended periods. In addition, Hyde Park high school was experiencing racial problems which interrupted all facets of school life. However, on November 9, 1977, Dr. Miller addressed the staff of the Occupational Skill Development Centers on the theory, use and application of the student functional profile. There was some resistance on the part of the vocational education staff of these Centers. Vocational education teachers complained that the SFP concentrated too heavily on "life skills" and not enough on vocational skills. Also the SFP was still too cumbersome at this point and there was still a lack of consistency in the SFP directions. There was also still a lack of flexability in allowing staff to enter their own evaluation of students' skills on profile pages.

One teacher commented that he was brought in to teach vocational skills not "how to blow noses". Dr. Miller attempted to explain that just as there is a relationahip between proficiency in vocational educational programs and successful job placements so also there is a relationship between the ability to perform certain "basic life skills" and successful job placement. He then went on to describe how the student functional profile was designed to measure skills in both areas.

The test was hampered not only by teacher resistence but also by the fact that in late November, 1977, the Brigham Ice Cream Company built a small snack bar in Hyde Park High School which students operated as part of their vocational training. Enthusiasm for the ice cream stand, which the students and faculty could see and enjoy immediately, was rampant; almost in proportion, enthusiasm for the student functional profile, with rewards far more abstract and less immediate, dwindled. However, Proud Option leadership did feel very positive about the ice cream project because it allowed the students to acquire many important life skills. Proud Option leadership felt that if the students could have obtained jobs from just the training that working in the snack bar afforded them, without the use of the SFP at all, they would have applauded.

The results of the test were less specific than had been originally anticipated. However, some valuable information and feedback from those who did participate, enabled Proud Option leadership, working with consultants, to further refine the student functional profile. Thus, even though Proud Option was unable to document the results of this test as closely as they would have liked, they did feel that the experience was beneficial. A narrative history of the test was kept and as a result of it some major changes, escepially with the SFP, were made. The experience also emphasized the drastic need for materials to use with this handicapped population.

B. Finalizing the formats of the Student Functional Profile and the Job Functional Profile

During December, 1977 and January and February, 1978, Dr. Miller, working with Dr. Louis Brown and Dr. Mary Quilling, further refined and finalized the format of both the student functional profile and the job functional profile. The successful completion of this task was the most important undertaking of the Proud Option staff during this period because in November, 1977, Dr. Miller had begun, as mentioned in the previous section of this history, to advertise for a publishing company to work with the Project to print these materials in final form. A bidders conference was held in late November, 1977 and after following proper bidding procedures, Dr. Miller awarded the publishing contract to the low bidder, the Mandala Publishing Company of Amherst, Massachusetts.

The contract was to design, type, lay-out and print three hundred copies of the student functional profile and three hundred copies of the job functional profile. In addition, Mandala was to xerox and bind fifteen copies of the case history (the final report) of the project.

Since then, Dr. Miller has worked closely with

Mandala representatives to develop formats for the printed materials, to contact hundreds of special education directors in Massachusetts and supply them with brochures about Proud Option Project, and to reply to all their responses and inquiries. He has also worked with them on the development of necessary graphic materials, such as: flow charts; student and job scan profiles; SFP/JFP comparison forms; booklet cover designs. These are to be included in both the student functional profile and the job functional profile.

The basic refinements made on the student functional profile and the job functional profile during this final revision process were all aimed at making both of these instruments as flexible as possible.

The student functional profile was still organized into five major skill areas: activities of daily living; motor skills; quantitative skills; communicative skills; and independent living skills. However, inserted at the back of each of these major sections there was an annotated bibliography of printed material then currently available from other sources about that skill area. Also, each page in the student functional profile was revised to contain only one subsection of a major section. For example, the section on motor skills has a key objective "perceptual motor behaviors". Five of these "perceptual motor behaviors" are outlined: body control and awareness; visual skills; auditory skills; tactile skills; and coordinated perceptual-motor skills. For each of these five subsections of the key objective of perceptual-motor behaviors there was inserted a separate page in the student functional profile. One consequence of this reorganization was to leave space for individual teachers to comment on a particular student's ability in that area. It also would allow a teacher to identify additional measures of abilitu in a certain skill area which he/she may feel are more appropriate for their students.

Another addition to the student functional profile made as a result of this final reorganization was that each page on each sub-objective (such as we've just discussed) now contained the suggestion for the user to consult and utilize listings of all national programs currently functioning and relevant to that sub-objective.

Because of this final redraft of the student functional profile, room was left on each page to cross reference relevant portions of the job functional profile. This is very important since it is a direct link between a student and a job and will play a mojor role in the development of relevant curriculum. The skills needed for a particular job that were relevant to that specific objective were listed on that page as part of the students training program. That same profile page also contains space for other additions and for comments.

Finally, a "core vocabulary index" was added to the communication section of the student functional profile. The words contained in this index were accumulated through a thorough inventory of over one hundred business. This core checklist was divided into three sections: safety; community; and independent living. These accumulated words were found by Proud Option staff to be the most common vocabulary words used in the various home, community and occupational settings inventoried by Project personnel. It is suggested that these words be considered basic or "core" words, and an instructor who wants to teach words which are relevant to a particular job might want to consider this list.

It is an accepted fact in training and placing students in potential jobs that there is a strong po-sibility of failing on the job if the student is not properly versed in the key vocabulary used on the job, expecially that used by his/her immediate supervisor. Consequently, this addition to the student functional profile, which could also serve as a supplement to an existing program model, is an extremely useful one.

Working with Dr. Louis Brown, Dr. Miller also refined and reorganized sections of both the student and the job functional profiles. During this period, Dr. Miller met with Dr. Brown for two conferences, one of October 20 and 21 and the second on December 27 and 28. The result of this collaboration was a job functional profile which in final form does provide a measure of the vocational skills required for a particular job. It describes the process and provides the needed assessment job profiles for: (1) initiating contact with possible employers; (2) determining the skills necessary to perform a specific job; (3) when used in conjunction with the student functional profile, determining the discrepancies between the skills that a student has and the skills required for a certain job; and (4) transferring that information -- i.e., a detailed job description -- back to the student functional profile. (And, therefore, indicating relevant, necessary training.)[16]

C. The SFP/JFP Comparison Form

During this period in the Project's history, Dr. Miller also concentrated on developing a third tool which would allow an educator to easily put the information he/she had gathered about a particular job and the information about a certain student's vocational skills together. The goal was the development of a tool which would indicate whether a particular job placement was appropriate for a particular student. In short, Dr. Miller's concept was to make it possible for an educator to transfer the material contained in the student functional profile and the job functional profile onto two individual sheets, each containing identical objectives. When compared and read together, these profiles would indicate whether a particular job placement was appropriate for a particular student (a potential match).

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[16] The student functional profile, used in conjunction with the job functional profile, should help to generate relevant curriculum . These two tools demonstrate that successful job placement demands that educators do not start with the student, but with where they want to take him. The student functional profile and the job functional profile tell us that the first step in a vocational education curriculum is to assess two things: (1) where the students are going to function -- i.e., where they will live, how they will get to and from work, where they will work, shop, etc., and what transportation they will use; and (2) how well is the student able to function presently in those environments. These two tools also tell us that once these assessments have been made an appropriate curriculum is one that will address the discrepancies between them.

In short, in addition to developing two useful tools Proud Option Project may indeed have done something far more important -- it has articulated a philosophy of vocational education which, if adopted, will move educators out from sheltered schools and workshops into the world in which students must eventually function. This was not a stated objective of the Project, but in the long-run it may be the most important.

At this point in the Project's history, a Student Scan Profile had been developed for all but the activities of daily living section of the student functional profile. The Director excluded this section from the scan profile due to its emphasis on pre-vocational skill training. The result of this effort, it was hoped, was that an educator would be able to get a scan of a student's motor, communication, quantitative and independent living skills by just looking at one page.

Additionally, during this period, Dr. Miller collaborated with Ms. Nancy Dodd of the University of Kansas to assist in editing all the SFP and JFP materials and to advise and recommend a format to produce a Student Skill/Job Requirement Comparison Form, which, it was intended, would match the student scan profile and the job scan profile and allow educators to determine whether a student is a likely candidate for a particular job; how much training would be necessary to place the student in that job, or if the job was not appropriate at all.

D. Dissemination Activities

During this period, publicity and dissemination activities were focused on:

- The development of in-service film strip tapes, each four to five minutes long, to be used by teachers to explain the function and use of the student functional profile and the job functional profile (Since Mandala Company could not provide this service, Proud Option leadership searched for a company which could. After discussion with consultants and interviews with company representatives, Proud Option leadership identified Words and Pictures Corporation of Parsons, Kansas as the company to provide the needed service. This decision was not reached, and a contract was not signed by Proud Option until May of 1978.);
- The smooth transition of graphic design responsibility from Mary and John Curtin (who had left Massachusetts) to Mandala Publishing Company;

- Coordination with the Bureau for the Education of the Handicapped, Division of Personnel Preparation to insure wide dissemination of Project materials;
- Coordination with the University of Southern California NEMIS system to insure that the system includes information about Proud Option;
- Selection of a publishing company to produce printed copies of the final student functional profile and the job functional profile;
- Coordination with representativee of publishing company to effect a mailing to over four hundred special education directors in Massachusetts and to all directors of special education collaboratives in the state;
- Response to over forty requests for further information about the project received from people who had attended the workshop Dr. Miller presented on the Project's activities and materials at the annual conference of the American Association for the Education of the Severely and Profoundly Handicapped in San Francisco in October, 1977;
- Continuation of information sharing and workshop activities with Monson State School, with CHARMMS Collaborative in Canton, with CASE collaborative in Concord and with EDCO collaborative in Brookline, Massachusetts;
- Continued, but somewhat limited, coordination with

The Alpha Group which was slated to assist in coordinating dissemination activities after the Project's conclusion in June, 1978. It should be noted here that by October of 1978 the possibility of obtaining additional funding for Alpha from either the State of Massachusetts or the Federal government ended. Consequently, the role of the Alpha Group as future disseminator became minimal. However, Dr. Katherine Best and Mr. Daniel Donohue continued to work as consultants to the project even after the June 30, 1978 completion of Proud Option Project. It was also anticipated that under the auspices of their future consulting firm, Unicorn, these materials would hopefully continue to be disseminated.

The other major publicity/dissemination activity that occured in the period under review here is that Dr. Miller, at the suggestion of Dr. Louis Brown, contacted Ms. Judy Smith of the Division of Personnel Preparation of the Bureau for the Education of the Handicapped. This division of BEH produces, among other things, consumer's guides to train people in the area of special education. One of these guides was at this time slated to be issued in April in the area of secondary education for the handicapped. It was agreed that that guide would include a brochure written by Proud Option Project and produced by Mandala Company about Proud Option Project and its work. This mailing, which it was agreed would cost the Project nothing, was intended to reach over three thousand people in this country. (See Appendix G.)

VIII. FINAL STAGES

April 1, 1978 - June 30, 1978

By this time, the SFP and the JFP formats were in final draft form. Dr. Miller spent most of the months of January, February and March, 1978 in rewriting and reshaping portions of both the SFP and the JFP booklets. For example, he worked on the lay-out and need for consistency in each individual profile page; on the scan profile; on the comparison form; on an introduction to the forms, explaining their usefulness and how to implement them; and also on decisions about what "outside" materials were to be included -- especially bibliographical information.

Also during this period, Dr. Miller, with the approval of his HEW project officer closed the Proud Option Project office and moved his work into his home. This occured on January 1, 1978 and was strictly a financial decision. This move allowed Dr. Miller to utilize remaining project funds for dissemination rather than for overhead costs.

Ms. Nancy Dodd, previously referred to in this manuscript, played a key roll during the final three months of the project. She served as Dr. Miller's editor and critiqued all the material Project staff and leadership developed.

At the end of March, Dr. Miller sent Ms. Dodd the final drafts of both the SFP booklet and the JFP booklet and was in constant contact with her. In the process of Ms. Dodd's critique, Dr. Miller identified all of the needs for revision in the booklets. During this period, Dr. Miller also worked with Dr. Louis Brown to identify and address areas in the booklets which needed Ms. Dodd's attention.

A word about Ms. Dodd is appropriate. At the time she worked on Dr. Miller's project she was a graduate assistant at the University of Kansas, specializing in special education. Dr. Louis Brown highly recommended her. She edits a large majority of the educational manuscripts and articles coming out of Dr. Brown's program at the University of Wisconsin. After reviewing some of that work, Dr. Miller appointed her to the Proud Option staff.

Dr. Miller and Ms. Dodd communicated throughout April as she progressed through material from the Project. Between May 2 - 5, they met in Kansas at the Council for Exceptional Children's Conference in Kansas City. They went over most of the material Ms. Dodd had produced and Dr. Miller reviewed and provided feedback to her on the materials she had completed.

Toward the latter part of May, 1978, Ms. Dodd began to send material back to Dr. Miller. All of her material was received by mid-June. Dr. Miller then reviewed this material, commented on it and decided which of Ms. Dodd's recommendations were appropriate and which were not. Those he determined were appropriate, he forwarded to the Mandala Publishing Company for final typing, graphics work and type setting. (It should be noted here that Dr. Miller employed Ms. Dodd with the approval of Dr. Katherine Best, Mr. Dan Donohue and the project officer in Washington.)

Dr. Miller was completely satisfied with Ms. Dodd's work and found that her expertise in this area proved to be a valuable assest.

Between April 20 and 22nd, Dr. Miller met with Dr. Louis Brown. Dr. Miller "walked" Dr. Btown through the complete process and conception of the SFP and JFP on paper; explained what the process looked like and how it would function (Dr. Miller used a flow chart in this discussion). He elicited Dr. Brown's comments on the material as presented and prepared.

After consultation with Dr. Brown, massive revisions in the flow chart and its final form were made so that the strategy used in implementing a student's individual education program was simplified. (Please see next page, 67A for an example of the chart as revised.)

Dr. Miller was receiving many calls at this time from collaboratives and school systems around the state (for instance: CASE, Concord; CHARMMS, Stoughton;

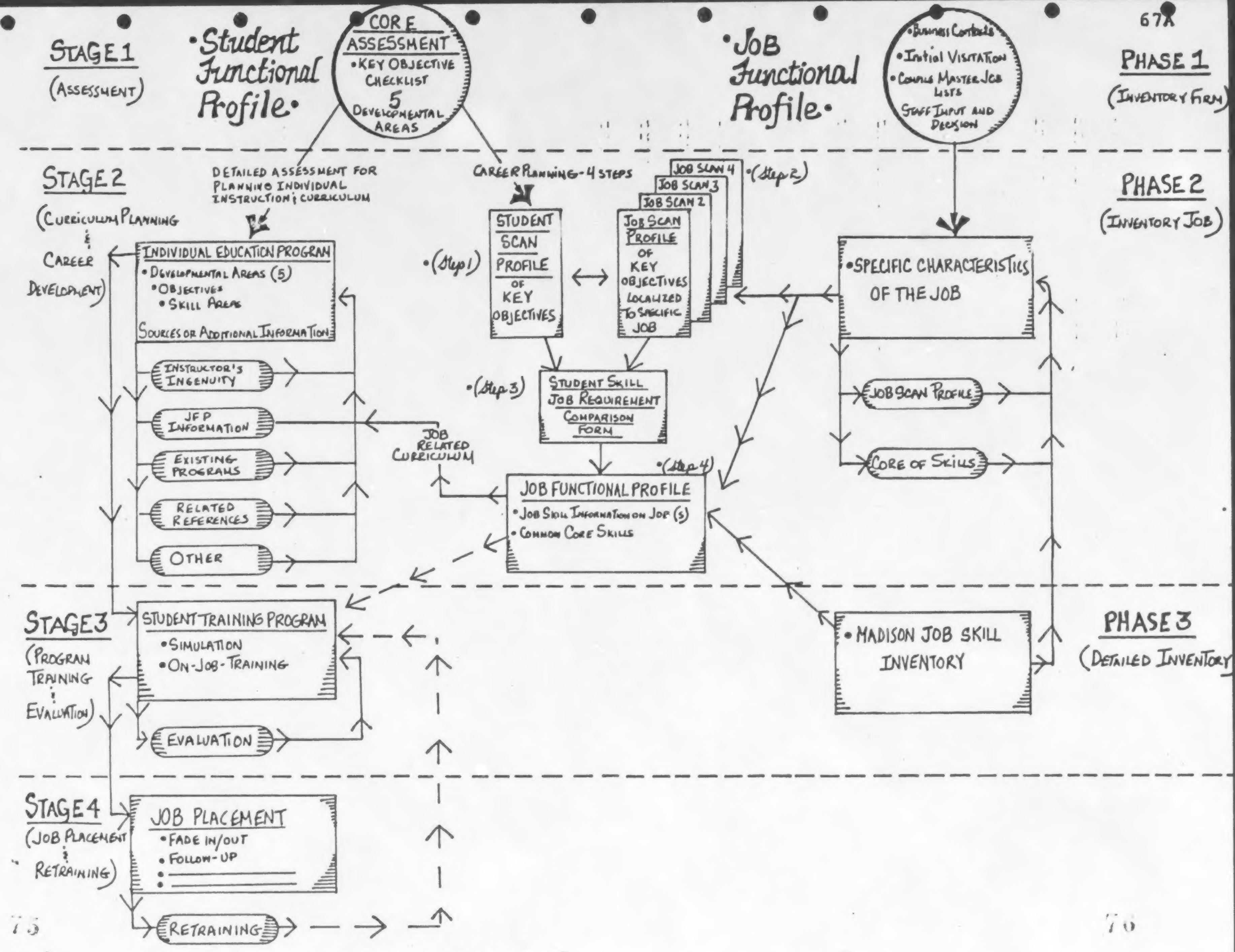
STAGE 1
(ASSESSMENT)
•Student Functional Profile•
CORE ASSESSMENT
•KEY OBJECTIVE CHECKLIST
5 DEVELOPMENTAL AREAS
•JOB Functional Profile•
•Business Contacts
•Initial Visitation
•Compile Master Job Lists
Staff Input and Decision
PHASE 1
(INVENTORY FIRM)
STAGE 2
(CURRICULUM PLANNING & CAREER DEVELOPMENT)
DETAILED ASSESSMENT FOR PLANNING INDIVIDUAL INSTRUCTION & CURRICULUM
CAREER PLANNING - 4 STEPS
JOB SCAN 4
JOB SCAN 3
JOB SCAN 2
•(step 2)
PHASE 2
(INVENTORY JOB)
INDIVIDUAL EDUCATION PROGRAM
•DEVELOPMENTAL AREAS (5)
•OBJECTIVES
•SKILL AREAS
SOURCES OR ADDITIONAL INFORMATION
•(step 1)
STUDENT SCAN PROFILE OF KEY OBJECTIVES
JOB SCAN PROFILE OF KEY OBJECTIVES LOCALIZED TO SPECIFIC JOB
•SPECIFIC CHARACTERISTICS OF THE JOB
INSTRUCTOR'S INGENUITY
•(step 3)
STUDENT SKILL JOB REQUIREMENT COMPARISON FORM
JOB SCAN PROFILE
JFP INFORMATION
JOB RELATED CURRICULUM
EXISTING PROGRAMS
•(step 4)
CORE OF SKILLS
JOB FUNCTIONAL PROFILE
•JOB SKILL INFORMATION ON JOB (S)
•COMMON CORE SKILLS
RELATED REFERENCES
OTHER
STAGE 3
(PROGRAM TRAINING & EVALUATION)
STUDENT TRAINING PROGRAM
•SIMULATION
•ON-JOB-TRAINING
•MADISON JOB SKILL INVENTORY
PHASE 3
(DETAILED INVENTORY)
EVALUATION
STAGE 4
(JOB PLACEMENT & RETRAINING)
JOB PLACEMENT
•FADE IN/OUT
•FOLLOW-UP
RETRAINING

Figure 1. Strategy For Implementing Individualized Education Program

Blue Hills Regional Vocational School; Needham Public Schools; Springfield's Regional Center) to supply them with information about the Proud Option Project.

Drs. Miller and Brown spent some time structuring and developing a presentation around the Proud Option booklets and flow chart. Dr. Brown also supplied a model of all the steps. The april meeting with Dr. Brown revolved around the development of a presentation which could speak to the work which the Project had done in the previous two years and help people from the collaboratives to construct relevant occupational programs for their handicapped populations. It was put together as a workshop presentation with slides, overheads, handouts, etc. and this was the approach which was utilized.

Dr. Brown worked with Dr. Miller until June 30th and is still, in fact, providing information, help and support without recompense.

What was eventually finalized during this time was a complete Strategy for Implementing an Individualized Education Program. Dr. Miller is primarily responsible for this work, but consultation with Ms. Dodd and with Dr. Brown helped considerably during this period.

Also during this time, Mandala Publishing Company were working on publishing the materials for the SFP and the JFP booklets. They were desigining and developing lay-outs for both booklets; and they were supplying some editing services.

The role of "Words and Pictures" has already been commented upon. Dr. Miller met with them again in Kansas and worked with members of their staff during June 7 - 9th. Happily, the staff of Words and Pictures developed a working relationship with Mandala Publishing Company so that the completion of all the Project's work was facilitated. However, there has been a definite "time lag" in the completion of this task. Mandala has not completed all of its work for a variety of reasons. For example:

- By the time Dr. Miller received the edited material back from Nancy Dodd (mid-June, 1978), Mandala had to do all the final typing and then Dr. Miller had to proof read them and Mandala had to re-proof the material again;
- The graphic design of most of the pages (Key Objectives Checklist; Scan Profile; Comparison Form; Profile Page, etc.) had to be coordinated with Mandala's graphic designer. This work alone was not begun in earnest until the summer of 1978.
- In addition, by the time they received the material from Proud Option Mandala was in the process of doing work for other clients.

Due to these delays, final publishing of the SFP and the JFP booklets is just now being completed.

During this period, Dr. Miller worked with Mandala on graphics, lay-outs, etc. and has been continuing to identify resources and sources for dissemination of the finished materials.

Currently, Words and Pictures is developing a management plan for the packaging and dissemination of the three hundred SFP's and JFP's to be produced. The lateness of this effort is attributable to the fact that they are just now receiving paste-up sinal copies of the SFP and JFP from Mandala which they need to finalize their work.

This work is paid for by grant dollars, many of which Dr. Miller saved by disbanding his office and moving his work into his home, as previously mentioned. And it should be noted that this is not a part of the dissemination plan as originally envisioned. One of the six quarterly reports on the Project even talked about not doing the film which the original grant called for and instead developing slide presentations.

IX. THE ENDING

Dr. Miller is ending his project with very little fanfare. He has made some contacts with HEW people in Washington, D.C. And has learned that his project officer, Mr. Lou Anderson has retired and has been replaced with Mr. Richard DiColla, who has been assigned all of Mr. Anderson's grants. It's unfortunate that such a change-over had to occur at the end of the Project since Mr. DiColla is unfamiliar with the Project's history and products to date. Dr. Miller is currently attempting to contact Mr. DiColla to "offically" close the Project and to obtain his consent for the late delivery of the final report, the SFP and JFP booklets and the filmstrips.

As it stands now, the material from Mandala will be ready by the end of January.

SUMMARY:

Dr. Miller's project ended on time; with its books completely in order (there were even funds available from the original grant set aside to pay Manadal and Words and Pictures). The project produced products that were not even conceptualized at the project's beginning and which have been discussed at length in this paper. And Finally, they have completed and are in the process of disseminating materials that will someday, if properly implemented, aid in the placement of handicapped people in realistic and appropriate jobs.

As evaluators, we want to say that we are enormously impressed with the accomplishments of Proud Option Project and with the flexibility, innovativeness, competence and caring of the Project's director and his staff. Knowing and working with the staff and leadership of this project has been our pleasure.

APPENDICES*

* Please note:

Appendices A through F, specifically referred to in the text appear here. The Student Functional Profile and the Job Functional Profile, because of their length, appear under separate cover. Additional supplementary material is referred to in the text as being "appendixed to this paper" but are assigned no specific Appendix letter. This is because of their bulk. They, too, are under separate cover.

APPENDIX A

PATHFINDER REGIONAL [illegible] HIGH SCHOOL
[illegible]

Progress Report

Name [redacted] Date February 22, 1977

Exploratory Area: BUSINESS

LANGUAGE -

[redacted] was retested on February 17, 1977 in order to formally document any improvement made in her expressive or receptive language skills. [redacted] showed approximately a 50% overall improvement from her first testing, June 29, 1976, in the following areas:

1. listening, retaining, and recalling auditory information
   eg. listening to a story and able to correctly answer questions about the story
2. describing and defining
   eg. able to verbally define or describe using adjectives or concept words

[redacted] still has difficulty in the area of auditory sequencing eg. repeating numbers and or letters in series, repeating complex sentences.

It is evident from the results of the test that [redacted] has a desire and willingness to learn.

Goals for [redacted] are:

1. to improve her receptive language skill of auditory sequencing
2. to continue her improvement to listen, retain, and recall auditory information
3. to increase her vocabulary so as to enable her to understand and use adjectives and concept words as definers and describers
4. to improve her ability to think in a logical fashion
   eg. inference, deduction

Business -

General objectives in Business:

1. To provide for all students exploratory opportunities and introductory information relating to business.
2. To prepare students to enter and succeed in a business occupation such as a retail clerk, office clerk, or a business machine operator.

[redacted] was introduced to many techniques, skills, routines and procedures which are relevant to or identified with general business or office work.

I. Addition

She can count from one to thirty. She can also add columns of figures and carry with some supervision.

II. English

She knows her alphabet. She has been exposed to the dictionary and has a somewhat working knowledge of how it is used. She is very good at thinking of words that begin with the letters of the alphabet.

III. Typing

She is able to type the home row keys on the typewriter with the proper fingers (A,S,D,F, - J,K,L,;). She does, however, need supervision. She has trouble reproducing the work in the typing book. If you type a row of letters on her paper for her, and then ask her to reproduce it she can do it with little problem. If she is supposed to wear glasses, I would suggest she do so. She knows the names of some parts of the typewriter. (Carriage, Carriage Return, Print Point, Spacing regulator, etc.)

IV. Filing

She does not yet slow down enough to use the first two rules of filing by herself. With supervision she uses the rules well. She does have a very good understanding of the alphabet and what comes first and last in it.

V. Multiplication (Using the charts I handed out)

[redacted] could find the answer to any multiplication problem given to her as long as it used the tables one through twelve, and she could look at her chart.

VI. Xerox

Could dial numbers from one to thirty. She could put the paper in to be copied properly and start the machine.

VII. Money

She could recognize money and its value. She could not add money by herself only because she did not keep her decimal points and numbers in line. I feel again glasses would help.

VIII. Calculator

Could do addition, subtraction, and multiplication, but with strict supervision.

IX. Three Hole Punch

Could use the machine, and line up paper with holes.

X. Electric Stapler

She could use the machine very well.

XI. Digitor (Self teaching machine for addition, multiplication, subtraction, division)

She could do addition, subtraction and some multiplication with supervision.

General Recommendation

I do recommend [redacted] for business. I must say however, that she must slow down, listen to her instructor, and try hard to do the work that is given to her. She should also wear her glasses if she has them.

Academic -

Throughout this entire semester, [redacted] has been working on two main areas: time and money. Both of these areas are extremely difficult and progress is slow. I have interspersed these with activities which [redacted] succeeds in.

[redacted] also receives individual aid in reading. In an effort to increase her comprehension I have slowed her down. This appears to decrease the frequency of her word substitution. She is trying very hard, and this pleases me.

During the coming semester, a continued effort in areas of time and money will be stressed. We are taking it slowly but it will not be long before [redacted] will be able to put the pieces together.

Behavior -

I have observed that [redacted] behavior has been more controlled and on the whole better at lunch time, in the gym, in small group and in large group guidance. However, in her Business Exploratory area she has demonstrated much testing behavior which has characterized her behavior in each Vocational Exploratory area.

It appears that [redacted] behavior is best controlled in a very consistant and highly structured setting. Thus, once she is in her permanent area hopefully her behavior will improve.

Vocational Guidance

[redacted] continues to learn the importance of a good working attitude. She basically understands the boss-employee relationship as well as the importance of asking questions, following orders, and being on time. A new unit has been recently started on cooperation among workers. All of these skills will be continually reinforced throughout the next phase.

APPENDIX B

Organizational Capabilities

Developmental Research Center (DRC) is a non-profit organization which conducts research and provides technical assistance aimed at improving the provision of effective human services. DRC senior staff has had extensive experience studying problems with program design, staffing, system administration, financing, management information systems and legal issues in a variety of human services areas. Most of these projects were conducted with administrative, legislative and consumer group decision makers who were trying to solve a service delivery problem on the local, state or national level.

DRC has a highly flexible staff capability due to its ability to draw upon senior staff, who are experienced project managers with diverse backgrounds, as well as a consultant pool with a wide variety of professional credentials.

This capability has meant, for example, that in the field of education, staff have experienced success in accomplishing curriculum development, staff training for both professionals and paraprofessionals, and the design and implementation of problem-solving programs that lead to increased productivity and cost effectiveness.

Some recent technical assistance and program analysis projects for which DRC staff were responsible include:

TEACHER AND TEACHER AID TRAINING FOR TITLE I PROGRAM, sponsored by the Marlborough Public Schools, Marlborough, Massachusetts;

LEGISLATION TO IMPROVE MAINE'S JUVENILE JUSTICE SYSTEM, sponsored by the Maine Criminal Justice Planning and Assistance Agency;

PROGRAM DEVELOPMENT AND MANAGEMENT ASSISTANCE WITH FORMATION OF THE BUREAU OF INSTITUTION SCHOOLS, sponsored by the Massachusetts Department of Education, Division of Special Education;

LEGISLATION TO IMPROVE MISSOURI'S JUVENILE JUSTICE SYSTEM, sponsored by the Missouri State Legislature, Joint Committee on Children and Youth;

AN ANALYSIS OF PROGRAMS FOR DELINQUENT, NEGLECTED AND ABUSED CHILDREN IN NORTHEAST INDIANA, sponsored by the Indiana Criminal Justice Planning Agency;

CALIFORNIA JUVENILE JUSTICE: SYSTEM REVIEW AND DEVELOPMENT OF PROPOSALS FOR IMPROVEMENT, sponsored by Californians for Juvenile Justice;

DEVELOPMENT OF LEGISLATION FOR A NATIONAL CHILD ADVOCACY SYSTEM, sponsored by the National Joint Commission on Mental Health of Children, Inc.;

DEVELOPMENTAL DISABILITIES: EARLY IDENTIFICATION AND INTERVENTION, sponsored by the State of Hawaii, Department of Budget and Finance; and

REPORT TO THE SELECT COMMITTEE ON MENTALLY ILL AND HANDICAPPED CHILDREN, sponsored by the California State Assembly.

Other related program evaluation and management information system design projects for which DRC staff were responsible include:

COST/BENEFIT METHODOLOGIES FOR EVALUATING PUBLIC SOCIAL SERVICES, sponsored by the U.S. Department of Health, Education and Welfare, Social and Rehabilitation Services, Community Service Administration;

DEVELOPMENT OF A CLIENT ORIENTED SYSTEM OF MENTAL HEALTH SERVICE DELIVERY AND PROGRAM MANAGEMENT, sponsored by the Pennsylvania Department of Public Welfare;

A BENEFIT/COST ANALYSIS OF PROGRAMS FOR THE ADULT MENTALLY RETARDED, sponsored by the State of Hawaii, Department of Budget and Finance;

DEVELOPMENT OF A COST-EFFECTIVENESS EVALUATION SYSTEM FOR THE VENANGO COUNTY MENTAL HEALTH CENTER, sponsored by the Venango County Mental Health Center of Northwest Pennsylvania;

Following are the resumes of a sample of DRC staff.

Two resumes that appeared at this point in the text were removed due to reasons of confidentiality.

APPENDIX C

DEVELOPMENTAL RESEARCH CENTER, INC.
(A NON PROFIT ORGANIZATION)

Proposals for

Process Evaluation of PROUD OPTION Project
and
Product Evaluation of PROUD OPTION Project

Contents

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Process Evaluation	2
Product Evaluation	8
Proposed Staff Resumes	

Submitted: October 8, 1976

229 BEACON STREET - BOSTON, MASSACHUSETTS 02116
BOSTON, MASSACHUSETTS • DAVIS, CALIFORNIA

INTRODUCTION

The PROUD OPTION proposal describes two kinds of evaluations which might be conducted as part of this project: Process Evaluation and Product Evaluation. After thoroughly reviewing the proposal and other project materials and meeting with the Proud Option project leadership, DRC staff has decided to prepare separate proposals for each of the two kinds of evaluations.

It is the opinion of DRC staff that while the value of both evaluations is clear, it is not certain at this point in the work how much of the data required for the product evaluation will be available during the course of the project. The process evaluation can proceed immediately, and a decision concerning that proposal can be made right away. However, it is recommended that a decision about whether to conduct a product evaluation be delayed for six months. At that time, it should be possible to accurately predict what data will be available on each student during the critical periods in the product evaluation. It will also be time enough to prepare and execute a research design if the decision is to go ahead.

Proposals for both evaluations are included in this document.

PROCESS EVALUATION OF PROUD OPTION PROJECT

Background and Purpose

The Proud Option proposal describes the process evaluation as:

> An ongoing procedure for reviewing progress, both students and materials development, will be established. Progress reports will be issued every 90 days. The evolvement of the community and the regional vocational school faculty will be assessed regularly. The ability of students to continue in the program and develop increased competence will be measured.

An effective process evaluation of the Proud Option project should yield four kinds of results--

- An independent analysis of project staff efforts to achieve project goals;
- An independent assessment of the degree to which project goals are met;
- Periodic feedback to project staff on their progress; and
- Periodic opportunities for project staff to discuss process evaluation results with evaluation staff and plan improvements for the project and the evaluation.

The process evaluation of Proud Option would, therefore, produce long and short term benefits and allow for on-going interaction between project staff and evaluation staff on each other's work.

Methodology

To accomplish the purposes outlined above, DRC staff propose an evaluation process structured around six work sessions with project staff over the next 15 months. Organization, preparation and follow-up for each work session would be similar, so that the process will be predictable and consistent throughout the project.

The first work session should be planned for mid- to late October. It will take most of a day. It will include the evaluators, the project director, and any other staff who the project director decides to invite.* The purpose of this meeting will be to review project progress to date, identify problems which have arisen, and clarify the objectives and success indicators for the next evaluation period. (The first evaluation period having been July 1- October 15.)

To prepare for the first work session, the project director should complete an outline of the project which takes each of the four project goals

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* The involvement of Proud Option project or other staff in this or the other evaluation work sessions will depend upon what the project management structure and decisions by the project director indicate is most appropriate. Involvement of various project and other staff may vary over time according to the particular project goals being considered and experience with the process.

(referred to as "Objectives" in the project proposal, pp. 7-9) and explain what objectives must be attained by each of the following dates in order for the goal to be achieved by the end of the project period:

October 15, 1976
December 15, 1976
February 15, 1977
May 15, 1977
August 15, 1977
November 15, 1977

For this purpose an objective should be anything which is significantly instrumental in the achievement of the goal. Examples of such objectives are included as sub-paragraphs under each "Objective" in the project proposal and in the proposal's "Plan of Action" (pp. 10-11). However the preparation of this outline need not be tied exclusively to the terms of the proposal; the outline should accurately reflect the project as it is presently conceived of by its leadership.

It is understood that it may not be possible to complete the outline in detail for the later time periods because of various uncertainties. It is critical to the evaluation process though to have thorough detail for the time period immediately following the first work session, since this will be the basis for assessment of that phase of the project. The project director should try and provide as much detail as possible for this period at least, and evaluation staff will work with him during the first work session to solve any problems that arise with this task.

The outline of goals and objectives should also specify the indicators which evaluation staff should examine in order to assess the degree to which each objective has been achieved. For example, the project proposal sets up objective "1.1" as:

> Assess institutional school students aged 14 and over in the areas of: language, motor, self-help, quantitative, and socialization skills. (p. 7)

The indicator that this has been accomplished would either be written or verbal reports from the project staff assigned to conduct the assessments. Evaluation staff would, therefore, either review the written reports or interview appropriate project staff as the basis of their evaluation.

As with objectives, DRC staff will work with the project director to solve any problems with specifying successs indicators.

Evaluation staff preparation for the first work session will consist of a thorough review of all project related materials available, review of a draft of the project director's outline of goals, objectives, and success indicators, and interviews with Proud Option staff, Project GROW liaison people, and other key actors on the Pathfinder, BIS and DMH staffs.

Following the first work session, evaluation staff will prepare a written report of the proceedings, including:

- A discussion of project activities to date;
- An evaluation of project progress, organized by goals; and
- A copy of the latest revised statement of project goals, objectives, and success indicators

This report will be submitted to the project director.

The succeeding five work sessions follow a format similar to that of the first session. These sessions will be held in the latter parts of December, 1976, February, 1977, May, August and November.

Evaluation staff will examine the success indicators for the time period involved prior to the next session. The agenda for the next sessions will include:

- A report of evaluator's findings;
- A discussion of those findings;
- A discussion of possible solutions to identified problems;
- A review of the outline of project goals, objectives and success indicators, for possible revision and expansion, and for finalizing success indicators for the new evaluation period.

These work sessions should each take approximately one day. They will be followed by written reports from evaluation staff, formatted in the same way as the report following the first session.

The six written reports will provide a complete documentation of the process evaluation of project Proud Option.

Evaluation Staff

The DRC staff who will conduct the process evaluation are Peter DuBois and Pam Titus. Peter DuBois will be the evaluation coordinator; he and Pam Titus will be the evaluators for the project. DRC staff resumes are included with this proposal.

Budget

First Session:	Preparation	Session	Report	Total Days	Cost
DuBois (@$150/ day)	2 days	1 day	1 day	4	$ 600.00
Titus (@$100/ day	2 "	1 "	1 "	4	400.00
Secretarial (@$45/day)			1 "		45.00
Second-Sixth Sessions:					
DuBois	5 days	5 days	5 days	15	2250.00
Titus	5 "	5 "	5 "	15	1500.00
Secretary			5 "	5	225.00
	Sub-total, Personnel Costs				$5020.00
	Travel				150.00
	General Administration and Overhead (@15%)				775.50
			TOTAL		$5945.50

PRODUCT EVALUATION OF PROUD OPTION PROJECT

Background and Purpose

The PROUD OPTION project proposal describes a possible product evaluation in the following way--

> Four outcomes will be evaluated to test the degree of success of the project:
>
> 1. The acceptance of the Student Functional Profile (SFP) as an experimental tool to be used in Core Evaluations.
> 2. The extent to which curricula has been modified to meet the needs of students residing in state institutions.
> 3. The measured improvement in functioning level of students enrolled in the program.
> 4. The degree of acceptance by area business and industrial concerns and continued acceptance of program graduates in future years. (pp. 19-20)

The purpose of such a product evaluation is to establish the degree to which a project has achieved its goals through an examination of products in objectively verifiable terms.

The methodology section of this proposal describes all of the data which would have to be gathered in order to conduct a complete product evaluation. Some of that data can be gathered at any time by evaluation staff (e.g., questionnaire responses). The availability of other data is dependent on the efforts of a number of other people and processes beyond the control of evaluation staff; this data includes, for each student:

a. an initial core evaluation report;

b. an initial student functional profile;

c. an annual core review report for school year '76-'77;

d. the results of a re-administration of the student profile for each student following the annual core review; and

e. completed job task outlines of each of the jobs for which students are being trained.

The product evaluation can be conducted during a period of approximately four months following the completion of annual core evaluations and re-administration of Student Functional Profiles. It is therefore not necessary to decide about a product evaluation for at least another six months. At that time, it should be possible to predict when all the necessary student data will be available. If such data is going to be available, it should be ready by June, 1977. This would be the most appropriate time to conduct most of the product evaluation activities. And this timing would allow for a thorough analysis and report of the data in time for preparation of any applications for necessary extentions or expansions of the project.

Methodology

In order to thoroughly evaluate the four "products" specified in the project proposal, DRC staff would conduct the following activities.

Product 1. The acceptance of the Student Function Profile (SFP) as an experimental tool to be used in core evaluations.

To measure the extent of acceptance, project staff will survey opinions of potential users about the value of the SFP and will inventory the actual use of the SFP. Staff would develop a questionnaire that would gather necessary opinions and utilization information. This questionnaire would be administered to the following potential SFP users-who-are involved with each of the PROUD OPTION students:

a. the core evaluation team chairperson;
b. the coordinator of assessment results;
c. a vocational specialist;
d. educational staff (teachers and curriculum specialists);
e. Pathfinder staff;
f. the special education director;
g. parents; and
h. the student involved.

The results of the survey will be aggregated, analyzed and reported by evaluation staff according to procedures developed by evaluation staff and reviewed with PROUD OPTION project leadership.

Product 2. The extent to which curricula has been been modified to meet the needs of students residing in state institutions.

The evaluation of this product would involve a student-by-student review by evaluation staff of:

a. each of the student's needs as described in the student's core evaluation and student functional profiles;

b. each of the appropriate job task outlines for each student; and

c. the present and past curriculum design of the Pathfinder program.

A meeting with the student will be arranged if needed. Then, an individual analysis of the relationships among these factors would be prepared, according to a standard methodology.

To complete the product evaluation, the individual student evaluations will be aggregated and a project-wide assessment made.

Product 3. The measured improvement in functioning level of students enrolled in the program.

Student improvement will be assessed by evaluation staff review of a variety of input. Evaluation staff would review and compare the functioning level of each of the students as described by:

a. the initial core evaluation and the core re-evaluations;
b. the intitial SFP and the follow-up SFP; and
c. first-hand observation of the student, if needed.

These student-by-student assessments would be conducted simultaneously with the individual assessments necessary for the Product 2 work. As with the Product 2 evaluation, profiles on each student will be prepared according to a standard format. These profiles will then be aggregated to allow for a project wide analysis.

Product 4. The degree of acceptance by area business and industrial concerns and continued acceptance of program graduates in future years.

Product 4 will be evaluated using the following data:

a. the number of jobs actually available to the students;
b. the number of job commitments (job slots) promised to the students; and
c. the result of an attitudinal survey of community employers.

This data will be gathered by evaluation staff from PROUD OPTION staff and through a questionnaire distributed to community business personnel managers.

The specific methodology for analyzing and reporting the data gathered for the evaluation of Products 2, 3, and 4 will be developed by evaluation staff and will also be submitted for review by PROUD OPTION leadership.

A final report of the entire product evaluation will be prepared and submitted to the PROUD OPTION project director.

The results of the product evaluation will provide:

- a thorough, objectively verifiable assessment of changes which took place, during the course of the project, in students, their school, and their employment market;
- a basis for a student-by-student understanding of the impact of the project; and
- a field tested model for evaluating similar projects in the future, and for continuing to assess the impact of PROUD OPTION in subsequent years.

Staffing

The product evaluation would be conducted by Dale Carter, Peter DuBois, and Pam Titus of the Developmental Research Center. Peter DuBois would coordinate the evaluation. Dale Carter would supervise the design of research tools and analytical methodology. And Pam Titus would conduct most of the field work and data analyses. Other personnel may be added to assist Pam with completing her work more quickly if that becomes necessary.

The staff utilization by individual product evaluation would be as follows.

Product 1.	Carter	Titus	DuBois
Development of questinnaire	2 days	4 days	0
Administration of questionnaire	0	3	0
Assessment of questionnaire	1	3	1 day
Product 2.			
Development of methodology	2 days	2 days	0
Individual Student Reviews	0	30*	0
Data Analysis and Report	1	4	2 days

---

[*] 3 days of preparation, becoming familiar with the job task outline and the present and past curriculum and 1/2 day per student for review of his materials.

Product 3.	Carter	Titus	DuBois
Development of methodology	1 day	1 day	0
Application of methodology	0	14*	0
Report	1	2	1 day
Product 4.			
Development of methodology	1 day	2 days	0
Administration of questionnaire	0	1	0
Data Analysis and Report	0	3	2 days
Total Days	9	69	6

---

* Assuming initial core evaluation and SFP formats are easily comparable to follow-up formats, 1/2 day to review each student for this assessment as well.

Budget

	Carter@$150/day	Titus@$100/day	DuBois@$150/day
Product 1	3 days	10 days	1 day
Product 2	3 days	36 days	2 days
Product 3	2 days	17 days	1 day
Product 4	1 day	6 days	2 days
TOTAL DAYS	9 days	69 days	6 days
FEES	$1,350.00	$6,900.00	$900.00

Sub-Total, Professional Staff Costs	$9,150.00
Secretary-20 days @$45/day	900.00
Travel and per diem 46 days @$25/day	1,150.00
General Administration and overhead @15%	1,680.00
	$12,880.00

APPENDIX D

Proposed

Project Management Design Chart

Following is the Project Management Design Chart which would be used for both Phase 1 and Phase 2 objectives if the proposal for the Phase 2 12-month extension is approved. This chart is based on the assumption that a decision regarding funding of the extension would be made by May, 1977. The chart therefore indicates an initiation of planning and technical assistance with Springfield and Boston target schools during the summer of 1977, in order to maximize the use of these sites for field testing during the 77-78 school year.

The present management plan for the project would allow for such a modification, beginning with the summer of 1977. And the present project plans for Phase 1 will not be disrupted if the Phase 2 extension is not approved.

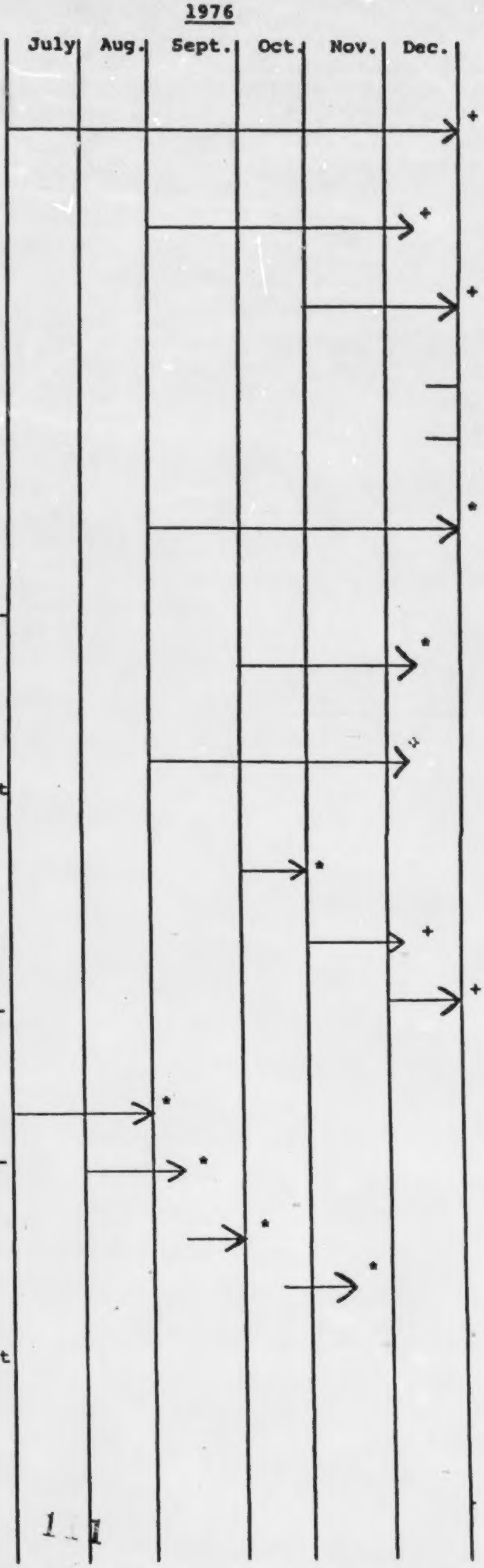
PROUD OPTION - Phase 1, is already funded and includes research and limited field testing from July, 1976 through December, 1977.

PROUD OPTION - Phase 2, is the portion of the project for which funding is being sought; it would include continued research and significantly broader based field testing through December, 1978.

Activities and (Success Indicators)

PHASE ONE

Objective 1:



- Complete initial assessments and selection of students. (All students selected and assessment reports completed.)
- Obtain most complete job task outlines possible and conduct initial research. (Research report and bibliography completed)
- Prepare 1st draft of Student Functional Profile (SFP). (Draft completed)
- Review 1st draft of SFP with all necessary parties.
- Field test draft SFP with GROW staff

Objective 2:

- Obtain information about existing jobs in the community and potential new jobs. (Ideally potential employers; introduce projects to them; get initial feedback from same.)
- Obtain initial projections from Project GROW staff regarding skill/functional levels attainable by students by fall, 1977 (Obtain Exploratory Phase 2 reports from GROW staff and visit with students.)
- Conduct initial background research on possible formats for Job Functional Profile (JFP). (Written report and bibliography and source list)
- Prepare 1st draft of JFP, including job analysis, Occ. brief and task analysis. (Draft)
- Review JFP-1st draft with all necessary parties. (Report)
- Identify potential jobs appropriate to students by fall 1977 and field test JFP-job analysis with them. (Completed JFP's)

Project Administration:

- Hire and orient Project staff.
- Identify office location central to community; set-up office and all necessary supporting arrangements.
- Arrange for Process Evaluation of Proud-Option Project.
- Process Evaluation review and feedback.

Key to symbols:

+ -- indicates that the activity is complete, but a final staff report on it is still pending.

* -- indicates that the activity is complete.

Activities and (Success Indicators)

	1977					
PHASE ONE	Jan.	Feb.	March	April	May	June
Objective 1:						
- Review SFP-1st draft with all necessary parties.	→*					
- Field test tentative SFP with GROW staff.	→	→				
- Prepare tentative SFP-2nd draft and share with GROW staff during final test.	→					
- Review results of SFP field test with all necessary parties.				→		
- Prepare revision of tentative SFP-3rd draft using most complete job task outlines obtainable.					→	
- Field test tentative SFP-3rd draft for second time.						→
Objective 2:						
- Identify potential jobs appropriate to students by fall 1977 and field test JFP- Occupational brief with them.	→	→				
- Review results of field test.				→		
- Prepare revision of JFP-job analysis and Occu. brief based on field test and reviews.					→	
- Identify students for whom appropriate job placements for fall 1977 have not been found; continue job search and development, using student SFP's and projections of attainable skill/functional levels as a guide.				—	—	—
- Field test JFP-job analysis and Occ. brief with all job possibilities identified.				—	—	—
- Commence field test of JFP-Task Analysis as firm job placements are identified.				—	—	—

Acitivities and (Success Indicators)

PHASE ONE

Objective 3:

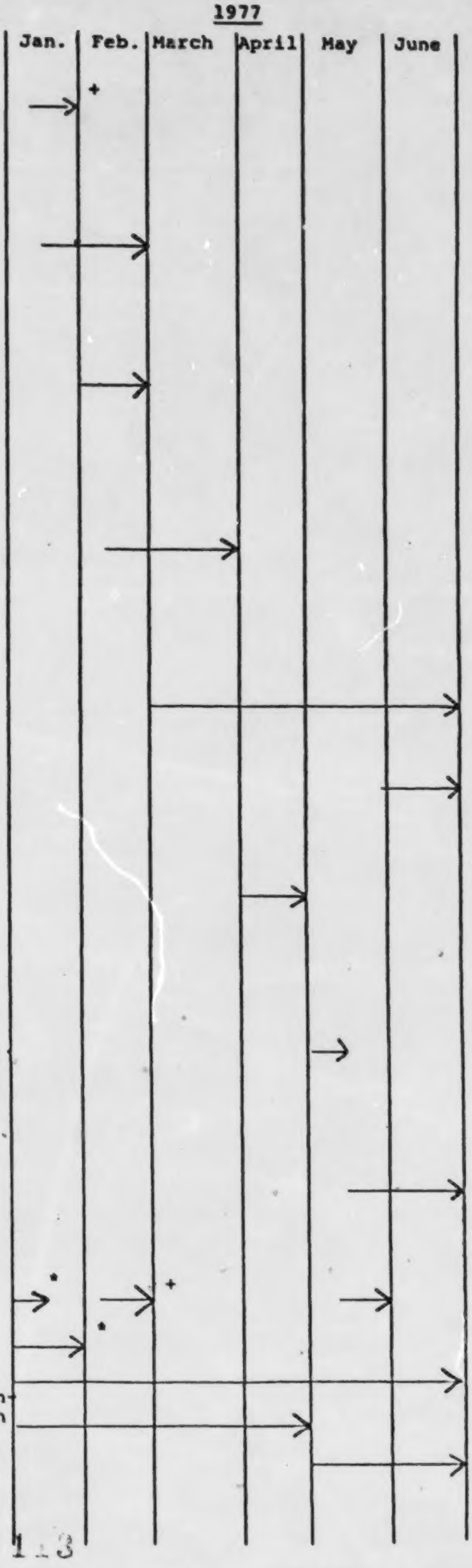
- Assess curriculum presently available to students.
- [illegible]
- Prepare initial model for curriculum planning.
- [illegible]
- Introduce proposed model and revise with GROW Staff as necessary.
- [illegible]
- Implement curriculum planning model using results of SFP and JFP field tests.
- [illegible]
- Monitor curriculum implementation and assist with modifications as necessary.
- Revise curriculum planning model based on this first field test.

Objective 4:

- Develop detailed project definition of "successful job placement."
- Prepare strategy for trying to ensure successful job placements.
- Review strategy with sample of those responsible for implementing it and revise as necessary.

Project Administration:

- Process Evaluation review and feedback.
- Preparation of Proposal for Project Extension.
- Staff resources management
- Develop initial plan for dissemination of results of project, with formats for reports.
- Develop plan for use of media in dissemination.



Activities and (Success Indicators)

PHASE ONE	1977 July	Aug.	Sept.	Oct.	Nov.	Dec.
Objective 1:						
- Review results of field test with all necessary parties at GROW program.	→					
- Revise draft of SFP and draft manual on its application.	→					
Objective 2:						
- Identify students for whom appropriate job placements for fall 1977 have not been found; continue job search and development, using student SFP's and projections of attainable skill/functional levels as a guide.	→	→				
- Field test JFP-job analysis, Occ. brief, and task analysis with all job possibilities identified.	→	→				
- Review results of field test with all necessary parties at GROW program.		→				
- Revise draft of JFP and draft manual on its application.		→	→			
Objective 3:						
- Implement revised curriculum planning model using latest results of SFP and JFP field tests.	→	→				
Monitor curriculum implementation and assist with modifications as necessary.		→	→			
- Review results of field test with all necessary parties.		→				
- Prepare final curriculum planning model and draft manual on its application.		→	→			
- Share draft of curriculum planning manual with all necessary parties.				→		
Objective 4:						
- Implement strategy for ensuring successful job placements.	→	→	→	→		
- Prepare report on efforts to ensure successful job placements.					→	

Activities and (Success Indicators)

PHASE TWO

	1977					
	July	Aug.	Sept.	Oct.	Nov.	Dec.
Objective 1:						
- Introduce PROUD OPTION to personnel participating in project in Springfield and Boston and review time schedules and plans for work.	→					
- Review SFP and JFP with special education and vocational education administrators in target schools and make any necessary intial adjustments.	→					
- Employ SFP in an initial assessment of all students participating in project.		→				
- Identify potential job placements for participating students.		—	→			
- Employ JFP in initial assessments of identified potential job placements.		—	—	—	—	—
Objective 2:						
- Review curriculum planning and implementation materials derived from Phase One with all special education and vocational education administrators and curriculum planners participating in Phase Two of the project. Make any initial adjustments in the materials indicated as necessary.	—	→				
- Relate curriculum planning materials to the results of the first round of student assessment using the student functional profiles and the first round of job analysis using the job functional profiles and work with all necessary parties to develop initial curriculum plans based on the first round assessments and a review of existing curricula in the target schools.		—	→			
- Work with teachers and curriculum specialists to implement initial curriculum plans.			—	→		
- Monitor the implemention of curriculum plans andperiodically assess their appropriateness in conjunction with administrators, teachers, and curriculum planners who are involved.				—	—	—

Activities and (Success Indicators)

PHASE TWO

Objective 3:

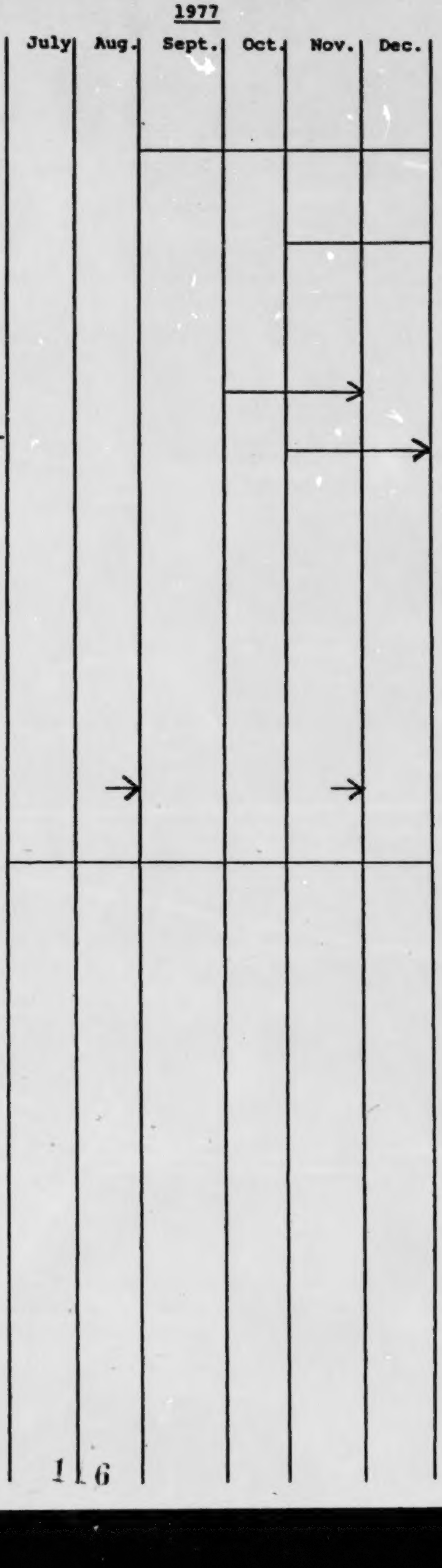
- Develop contacts in the business community initiated under task 1.3 in order to identify potential job placements for students in the target population.
- Expand the base of relationships in the employer group in the community surrounding the target schools.

Objective 4:

- Initiate dissemination planning with Springfield and Boston participants.
- Complete initial plan for dissemination packages.

Project Administration

- Process Evaluation review and feedback
- Manage staff resources



Activities and (Success Indicators)

PHASE TWO	1978					
	Jan.	Feb.	March	April	May	June
Objective 1:						
- Review results of fall 1977 application of SFP and JFP with teachers, administrators and specialists involved in the project and make refinements in materials based on feedback obtained in this process.	→					
- Prepare progress report on the fall 1977 field test, noting all improvements and the reasons for them.	→					
- Repeat the field testing process as often as it is appropriate according to target school schedules for assessments and continue to refine materials.	———	→				→
Objective 2:						
- Continue to monitor implementation of curriculum plans and assess their appropriateness with administrators, teachers, and curriculum planners involved.	———	———	→			
- At the conclusion of the first implementation period, prepare an analysis of that experience and make adjustments to curriculum planning and implementation materials and strategies as necessary.				———	→	
- Repeat this field testing process as often as the schedules of target schools will allow.					———	———
Objective 3:						
- At the conclusion of each reapplication of the student functional profile, reassess decisions made about job placements selected as goals for each participating student and refine those choices as necessary	→				———	→
- When a final decision is made about the final job placement for each student, commence work with each student's counselor to assure the most effective preparation of the student for the job placement.			———	———	———	———

Activities and (Success Indicators)

	1978					
PHASE TWO	Jan.	Feb.	March	April	May	June
Objective 3:						
- Assist school staff with student transitions into job placements.					—	—
- Monitor job placements and assess effectiveness of each.						—
Objective 4:						
- Field test dissemination materials with project related personnel and others.		—	—	—	→	
- Continue research and planning for field dissemination package.		—	—	—	—	—
Project Administration						
- Process Evaluation review and feedback		→		→		→
- Staff resources management	—	—	—	—	—	—

Activities and (Success Indicators)

PHASE TWO

			1978			
	July	Aug.	Sept.	Oct.	Nov.	Dec.
Objective 1:						
- Conduct further field test of SFP and JFP.	→	→	→			
- Review results of final field tests with all necessary parties.			→			
- Prepare final drafts of SFP and JFP and draft manual on their application, including relevant job task outlines.		→	→			
- Share final drafts of SFP and JFP and draft manual with all necessary parties and obtain reactions to the draft manual.				→		
- Complete final draft of SFP and JFP manual.					→	
- Submit SFP and JFP manual.						→
Objective 2:						
- Continue field testing of curriculum planning materials and strategies.	→	→	→			
- Review results of final field test wtih all necessary parties.			→			
- Prepare final draft of curriculum planning manual.		→	→			
- Share final draft of manual with all necessary parties and obtain reactions.				→		
- Complete final draft of manual.					→	
- Submit manual.						→

Acitivities and (Success Indicators)

PHASE TWO	1978					
	July	Aug.	Sept.	Oct.	Nov.	Dec.
Objective 3:						
- When a final decision is made about the final job placement for each student, commence work with each student's counselor to assure the most effective preparation of the student for the job placement.			→			
- Assist school staff with student transitions into job placements.	→	→	→			
- Monitor job placements and assess effectiveness of each.	→	→	→	→		
- Prepare a final report on job placement assistance process and assessments of effectiveness of each job placement.			→			
- Share draft of final report with all necessary parties and obtain feedback.				→		
- Prepare final draft of final report					→	
- Submit report.						→
Objective 4:						
- Evaluate results of field test of dissemination materials.	→					
- Complete research and planning for dissemination package.	→	→				
- Prepare dissemination package, including all final results of project work.			→	→	→	→
- Submit dissemination package.						→
Project Administration:						
- Process Evaluation review and feedback.		→			→	
- Manage staff resources.	—	—	—	—	—	—
- Prepare final financial reports.					→	→
- Wrap-up all business affairs.					→	→
- Receive final report of Process Evaluation.						→
- Close office.						→

APPENDIX E

PROCESS EVALUATION
OF
PROJECT PROUD-OPTION

Report 2

November 1, 1976 - January 15, 1977

Prepared by:

Peter DuBois
Pam Titus

I. INTRODUCTION

This report is based on information gathered by the evaluation staff during the period of January 17 - January 21. During this period, there was one meeting and there were several telephone contacts with the Proud-Option project staff to review the project's materials and activities that have been completed to date.

This report will summarize Project Proud-Option's activities and accomplishments during the period November 1, 1976 - January 15, 1977. During this period, project staff has completed a good deal of initial background research on its various products and prepared a number of initial products for field testing. The project has also completed all activities necessary for the establishment of the project in its community and with its principle laboratory resource, Project Grow.

II. ACCOMPLISHMENTS, MAJOR ACTIVITIES AND PROBLEMS

A. Establishment of the project

As noted in our Report Number 1, most of the activities related to the establishment of the project were completed during the previous period. However, there remained a certain amount of work to do on

Proud-Option's relationship with Project Grow staff. As we pointed out in our previous report, Project Grow staff were inhibited in relating to Proud-Option staff due to concerns about the stability of their own program and worries about the amount of their staff time needed to work effectively with Proud-Option project staff. Due to the extensive efforts of the Proud-Option project director and his staff, these barriers have been substantially overcome and at this point, Proud-Option and Project Grow seem to have an excellent working relationship. Proud-Option is seen as a major technical assistance resource for the development of student evaluation, job evaluation and curriculum development materials; and there seems to be free and easy conversation about possible expanded responsibilities for the Proud-Option staff in support of Project Grow. Project Grow is also very supportive of Proud-Option's possibly playing an expanded techinical assistance role in planning for program development in all programs for institutionalized special needs students in the western region of Massachusetts.

Summary: Proud-Option has successfully overcome the one remaining hurdle to establishing itself effectively with all necessary parties and is in an excellent position to proceed with its work.

B. Objective I

Objective I: To develop and implement a system for assessing the functioning levels of students in institutional schools as these functional levels relate to already existing job tasks outlines and performance objectives.

By the end of December, the process of selecting students and making initial assessments on them had finally been completed. This completion had been delayed by the failure of the project to complete its enrollment of 18 students in the Project Grow program and to make plans for providing support to programming for some 42 other students in the Belchertown and Monson state schools. By the end of December, the remaining three slots in the Grow program had been filled and all students are now in the midst of the comprehensive introductory phase of Project Grow. Plans have also been worked out for providing program support from Project Grow to the staffs at Monson and Belchertown state schools for the 42 other students who were expected to benefit from the Proud-Option/Grow efforts. A complete report on this process is currently in final stages of preparation by Proud-Option.

The progress report format presently being field tested (see Appendix A) is a significantly more summary format than the initial student evaluation form -- the educational evaluation and planning package. The format being tested is also more summary than Proud-Option project staff had initially intended to use; however, they felt that since the reaction against the EEPP was so great during the past summer, it would be wiser to begin the field testing with a relatively simple evaluation format and gradually work in more and more complexity over time through the additional field tests.

It should also be noted that problems related to insufficient staffing for this task as well as Task 2 continue to persist. Work schedules are being met at this point due to the extraordinary efforts of the project director, his administrative assistants, and some staff from the Alpha Group. Personnel issues will be discussed at length in a separate section of this report.

C. Objective II

Objective II: To develop new job opportunities which would be appropriate to the functioning levels of the students leaving an institutional school.

1. Job Development

The process of identifying jobs for Project Grow students is becoming more focused as a result of (a) a continuing flow of increasingly more precise information about individual student capabilities through informal exchanges between Proud-Option and Project Grow project staffs and (b) the completion of initial survey of job possibilities by Proud-Option staff and a review of that information with Project Grow staff.

Because of information obtained informally from Project Grow staff, Proud-Option staff are now clear that only a few students in Project Grow will be ready for part-time job placements during the upcoming summer. In addition, only a few students will be ready for full-time job placements in the coming fall. Therefore, there will not be a need to identify job placements for all Grow students immediately. In the meantime, however, Proud-Option project staff can concentrate on developing effective means for identifying job placements generally.

Proud-Option staff have completed their first review of job opportunities in the Palmer, Massachusetts area. A complete report on this initial review was prepared and submitted to Project Grow staff for their review on January 21, 1977. The report contained:

a. a list of jobs within the business community which might supply employment possibilities for Project Grow students;

b. a list of businesses where employment prospects are not viable at the present time but might prove valuable at a later date;

c. a list of individuals who have been valuable resources to the Project;

d. a list of businesses who initially indicated no interest in being contacted again;

e. a *job training placement survey for retarded youth* which is expected to be valuable in relating potential jobs on the national scene with employment possibilities in the Palmer area; and

f. *job analysis forms* which describe in further detail the businesses where the jobs identified are located.

This information has been received as a substantial contribution by the Project Grow staff and is already being used in informal calculations about curriculum structure for the next phases of Project Grow.

2. Job Analysis Research

Project-Option staff have completed the initial background research on possible formats for the job functional profile (JFP). However, a written report and bibliography have not been prepared on this subject to date.

For the first field test draft of the JFP, Proud-Option staff have decided to use a three-part model:

a. a job analysis -- containing a very summary description of a potential job placement;

b. an occupational brief -- containing a detailed description of how the job is structured and where it is located; and

d. a comprehensive job skill inventory -- containing a very detailed analysis of each piece of behavior which is necessary to be completed for every task associated with the job.

Drafts of each part of this model for the JFP have been completed and are included in Appendix B of this report. The drafts are being reviewed with all necessary parties and are being given an initial field test by Proud-Option staff.

Summary: The activities for this objective continue to progress on schedule and with success. Due to the revised estimates of the numbers of students who will need part-time and full-time job placements, it ~~is not~~ anticipated that there will be any difficulty in finding the few job slots that will be necessary during the next six months of the project. As with the work for Objective I, the success here is thus far due to extraordinary efforts by Proud-Option project director, his administrative assistant, and Alpha Group staff which are necessitated by some significant personnel shortages to be addressed later in this report.

D. Objective III

Objective III: To develop curriculum modifications which will be specifically designed to move students from their assessed functioning levels to those levels which must be attained in order to perform specific job tasks.

The activities necessary for the achievement of Objective III are not scheduled to begin until after January 15, 1977. At that point, it is not certain that there will be sufficient student functional profile and job functional profile information available to enable Proud-Option staff to provide significant technical assistance to Project Grow in developing an initial curriculum planning model for the target student population.

E. Objective lV

> Objective IV: To develop and initiate a procedure which will insure a successful job placement for each institutional school student who has received a vocational education which was appropriate to his/her level of functioning.

As noted in the previous project report, the achievement of this objective is dependent upon the achievement of Objectives I, II, and III. Concerted specific work on this objective is not scheduled to commence until April of 1977.

The critical groundwork for this objective, which is involved in the project director's development of effective working relations with the business community in Palmer, is continuing on an on-going basis. The project director continues to be an active member of the Chamber of Commerce and has identified several key contacts in the business community who have a long history of effective relations with their colleagues. These contacts have agreed to volunteer signficant amounts of their time and work to support the project director's activities.

F. Project Administration

During this period, project leadership and consultants completed the first process evaluation review and feedback sessions scheduled for the project. During this first time through, specific formats and arrangements were worked out for each phase of the process evaluation. A progress report and attachements were submitted following this initial review.

Project leadership continued their efforts to obtain consulting assistance with the development of plans for the dissemination of the results of Project Work. An arrangement was finalized between Proud-Option and Project Sedis for some advice and technical assistance on dissemination matters. Additional negotiations were commenced with Developmental Research Center for technical assistance with other aspects of this set of issues.

As noted in the special "problems" section of the last progress report, there was a concern that the present eighteen month project period would be insufficient to effectively field test all of the project materials. It was further felt that an expansion of the project could produce more effectively tested and, therefore, more useful materials. And, therefore, project leadership decided to submit a request for an additonal twelve month funding for the project. Proud-Option staff and consultants have begun work on a grant request for such funding to be submitted to the U.S. Office of Education, DHEW, for vocational education reserach program funds.

Project administration activities will now be included as a regular matter on all subsequent copies of the Project Management Design Chart. The Project Management Design Chart was updated in the course of the work associated with the preparation of this progress report and the updated copy is attached as Appendix C.

III. PERSONNEL

During the project period being reviewed here, November 1, 1976 - January 15, 1977, several significant project personnel changes were made:

A. Ms. Carolyn Hamlet, a senior project researcher specializing in functional analysis and curriculum development left the project staff;

B. Ms. Carolyn Meunier joined the project staff as a clerk typist.

As noted the project has been consistently understaffed with regard to technical expertise in functional analysis and curriculum development. The departure of Ms. Hamlet has made this problem even more severe. Project leadership has identified several possible ways for solving this problem including hiring one or two additional staff or contracting with a group of consultants. Appropriately trained and experienced people are very, very difficult to find in these fields and though project leadership is spending a significant amount of time in a search for staff or consultants to fill these roles, to date this personnel problem has not been solved. It remains, however, the number one priority for leadership activities. And, as further noted in the previous discussions, this problem has not yet impacted on the project's ability to meet its activity deadlines.

However, as the project moves into its next phases of activity, the demands for more extensive hands on field test assistance will increase and unless this personnel problem is solved, project progress will be impacted upon.

Appendix A

NARRATIVE - 4 OR 5 PAGES -

PATHFINDER REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL
PROJECT GROW

Progress Report

Name:______________________________ **Date:**______________________

Exploratory Area:

Language -

Functional Academics -

Agribusiness -

Guidance:

Behavior -

Goals -

Vocational Counseling -

Vocational Counseling Goals -

Appendix B

Job Functional Profile - 1st Draft

Job Analysis

Occupational Brief

Comprehensive Job Task Inventory

PROUD OPTION PROJECT

JOB ANALYSIS

FACILITY NAME ______________________________

ADDRESS ______________________________

DIRECTOR OF PERSONNEL ______________________________

TYPE OF ENTERPRISE ______________________________

WHAT JOBS ARE DONE THERE? ______________________________

____

____

____

____

Must all job training be done on job? _____YES _____NO

Job requirements may be realistically simulated in Training Program:

_____YES _____NO Explain ______________________________

____

____

____

I. Informative--What to know about the job

A. Job Opportunities

1. Number of employees on job ______________________________
2. Expected number hired each year ______________________________
3. Average rate of turnover ______________________________
4. Straight salary, piecework, commission ______________________________

____

B. Legal Aspects, Organizations, Qualifications

1. Age of entry ______________________________
2. Prior experience required ______________________________
3. Must be trained prior to placement ______________________________
4. Must be trained on job ______________________________

5. Union membership
6. Special license requirements
7. Organizations open to employees
8. Company insurance policy
9. Company fringe benefits
10. Specific safety rules, rules, fire drills, check-in policies, etc.
11. Application policies, requirements
12. Possible modifications
13. Lay-off procedures
14. Possible to have school supervisor present during work
15. Paycheck procedures

C. General Information

1. Available transportation
2. Do workers eat and take breaks together?
3. Do workers buy or bring lunches?
4. What clothing is usually worn?
5. Orientation procedures for new workers?
6. General social activities of workers? (sport teams, clubs, etc.)

Other pertinent information:

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DRAFT

Occupational Brief

The following Occupational Brief outline summarizes the basic components of the Occupational Brief found in the U.S. Department of Labor's Occupational Outlook Handbook, 1976-77 Edition. (see attached excerpt). The main distinctions between the original Brief and the one below is in:

1. The inclusion of information related to a specific job as well as information related to the occupation in general.
2. The addition of a section in which the basic skill requirements of the job are identified.

1-Cover Page in 4 Explor. Phases

a. III A-B-

Job Title

I. Job Description

   A. A listing in general terms of the component tasks performed in this specific job (see "Nature of the Work", Occupational Outlook Handbook, 1976-77 Edition).

   B. The Occupation's D.O.T. number (s). If this job is not classified in the D.O.T. describe the features which make it unique.

II. Places of Employment

   A. Specific information about the type of enterprise and its location (including address), e.g. a privately operated small business off route 291, five miles north of Springfield.

   B. Proximity of the place of employment to public transportation and information regarding the presence of sidewalks and crosswalks.

III. Employment Outlook

   A. A statement of the numbers of people in Massachusetts who are currently employed or unemployed in this or a similar occupation.

B. The number of businesses in the area (define) which employ people in this occupation (ex. 4 pizza shops and 2 restaurants). Also, the total number employed and unemployed in this occupation on an area basis. (ex. 12, employed, 2 unemployed).

C. A five to ten year projected employment outlook for this occupation in general on an area (e.g. Springfield area) and statewide basis using Dept. of Labor statistics.

D. Reason(s) for job termination in this occupation in general.

E. The prospective employers estimate of this specific job's permanence.

F. Probability of alteration (e.g. mechanization) or obsolescence of this job in specific and the occupation in general.

IV. Supervision

A. Employer supervision (frequency and duration). A determination of the maximum number of times and the cumulative amount of time (in minutes and hours) the employer will spend instructing, commanding, correcting behavior and enforcing expectations of employee during:

1. On-the-job training (note any previous experience the employer may have had).

2. Initial period of employment (e.g. first three months)

3. Employment following A or B above. (e.e., what degree and type of supervision will be consistently provided?)

B. Support Supervision (frequency and duration). A determination of how often and for how long the employer would be willing to have a vocational school teacher instruct or supervise the student during:

1. On-the-job training

2. Initial period of employment (e.g. first three months)

3. Employment after 1 and 2, above.

V. Earnings and Advancements

A. Salary in first year of employment for this job specifically and for the occupation in general (if there are salary increases, an indication of the criteria for advancement, e.g. after three months of employment salary automatically increases x percent.)

B. Projected salary over the next 2-5 years in this job specifically and in the occupation in general.

C. Whether or not a cost of living adjustment is automatically provided annually in this specific job.

D. Fringe benefits and amount of deductions from base salary in this specific job. Estimate of total take home salary.

VI. Working Conditions

A. Average number of hours per week to be worked regularly and overtime in this specific job - also Sunday and holiday work expectations.

B. Schedule options the employer of this specific job offers.

C. A general description of the auditory and visual characteristics of the environment (for this specific job).

D. Possible health demands or hazards found in this job specifically and in the occupation in general.

E. The number of people, types and frequency of social interaction (in this specific job) the employee will engage in:

1. socially
2. occupationally

VII. Skill Requirements - A listing of essential skills which one must demonstrate on the job in:

A. Language

B. Math
C. Motor
D. Socialization
E. Activities of Daily Living (Life Skills)
F. Health implications (physical demands of the job)
G. Other (attending behavior, type, specific reinforcers (frequency and duration)

VIII. Legal Requirements - A description of job related laws to which employee must comply.

A. Health Code

1. Types and frequency of physical examinations
2. Types and frequency of vaccinations required.
3. Restroom hand washing requirements and other employer expected health compliances.

B. Informed Consent and Other Legal Requirements

1. A determination of the need for a work permit
2. A determination of the risk of employment to social security benefits. (determine if the prospective worker possesses a social security card.)
3. A description of the guardianship rules under which the prospective employee is functioning. (Who is to provide legal permission before the student accepts employment?)

DINING ROOM ATTENDANTS AND DISHWASHERS

(D.O.T. 311.878 and 318.887)

Nature of the Work

Clean and attractive table settings are as important to a restaurant's reputation as the quality of food it serves. An egg-stained fork, soiled tablecloth, or empty salt shaker can make a customer unhappy. Dining room attendants and dishwashers provide the quick hands and sharp eyes needed to prevent such problems.

Attendants do many jobs that otherwise waiters would have to do. They clear and reset tables, carry dirty dishes from the dining area to the kitchen and return with trays of food, and clean up spilled food and broken dishes. By taking care of these details, attendants give waiters more time to serve customers.

In some restaurants, attendants also help by serving water and bread and butter to customers. When business is light, they do odd jobs like refilling salt and pepper shakers and cleaning coffee urns.

Dishwashers pick up where the attendants leave off—with the dirty dishes. They operate special machines that clean silverware and dishes quickly and efficiently. Occasionally, they may have to make minor adjustments to keep machines operating properly. Dishwashers scrub large pots and pans by hand. In addition, they clean refrigerators and other kitchen equipment, sweep and mop floors, and carry out trash.

Places of Employment

About 210,000 dishwashers and 160,000 attendants were employed in 1974. Many worked only part time.

Most attendants and dishwashers work in restaurants, bars, and hotels. Dishwashers also work in schools and hospitals.

Many dishwashers are students who work part-time.

Training, Other Qualifications, and Advancement

Little formal education is needed to qualify for jobs as dining room attendants and dishwashers. Many employers will hire applicants who do not speak English. Some mentally retarded persons can be trained as dishwashers.

Attendants and dishwashers must have good health and physical stamina because they stand most of the time and work at a fast pace during busy periods. State laws often require them to obtain health certificates to show that they are free of contagious diseases. Attendants must have a neat appearance and the ability to get along with people.

Although little education is needed to do these jobs, the ability to read, write, and do simple arithmetic is required for promotion. Typical lines of advancement are from attendant to waiter and from dishwasher to cook's helper or short-order cook. Advancement opportunities generally are best in large restaurants.

Employment Outlook

Job openings for dining room attendants and dishwashers are expected to be plentiful in the years ahead. Most openings will result from the need to replace workers who find jobs in other occupations, retire, or die. Turnover is particularly high among part-time workers. About one-half of the attendants and dishwashers are students, most of whom work part time while attending school and then find other jobs after graduation.

Additional openings will result from employment growth. Employment is expected to increase about as fast as the average for all occupations through the mid-1980's as population growth and higher incomes create more business for restaurants.

Earnings and Working Conditions

Dining room attendants and dishwashers have relatively low earnings. Limited data from union contracts that cover restaurants and bars in several large cities indicate that hourly rates for these workers ranged from $1.30 to $3 in 1974. These amounts were below the average earnings of most other nonsupervisory workers in private industry, except farming.

Attendants may receive a percentage of waiters' tips in addition to wages. Tips often average between 10 and 20 percent of patrons' checks.

The majority of employers provide free meals at work and furnish uniforms. Paid vacations are customary, and various types of health insurance and pension plans may be offered.

Most attendants and dishwashers

than 30 hours a week. n duty only a few hours a ing either the lunch or period. Others work both but may take a few hours the middle of the day. al and holiday work often is

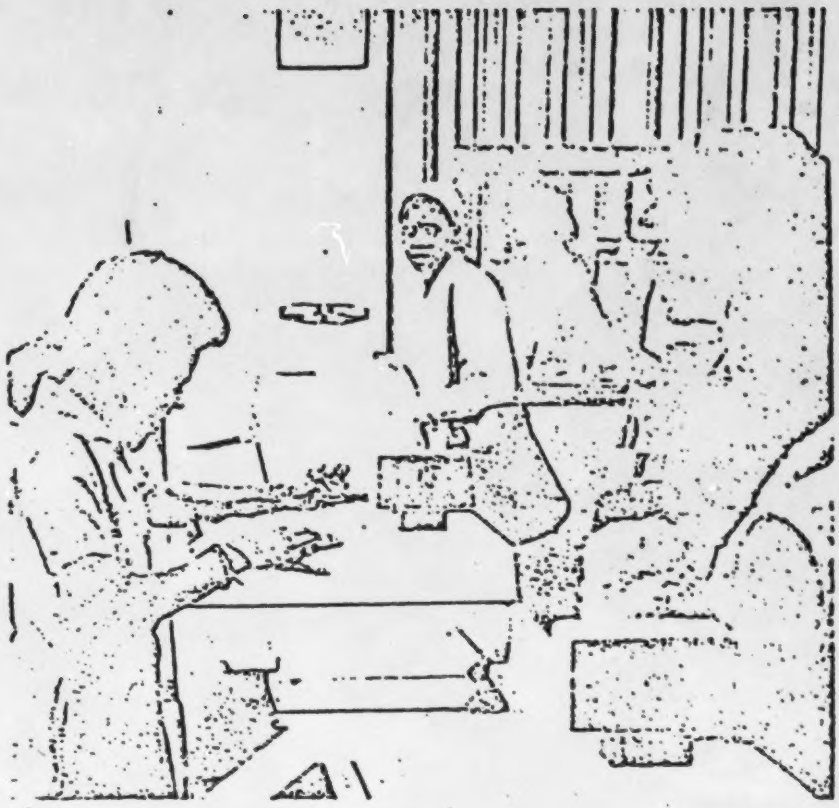
azards include the possibility alls, cuts, and burns, but injuom are serious.

Sources of Additional Information

ormation about job opportuniay be obtained from local emers, locals of the Hotel and aurant Employees and Barers International Union, and offices of the State employt service. Names of local ms can be obtained from the tel and Restaurant Employees Bartenders International on, 120 East 4th St., Cinti, Ohio 45202.

For general information about ing room attendants and dishashers, write to:

al Restaurant Association, One IBM
Plaza, Suite 2600, Chicago, Ill. 60611.



Food counter worker takes order.

FOOD COUNTER WORKERS

(D.O.T. 311.878 and 319.878)

Nature of the Work

Counter workers serve customers n eating places that specialize in ast service and inexpensive food, ch as hamburger and fried chicken carryouts, drugstore soda ountains, and school and public cafeterias. About 350,000 persons had food counter jobs in 1974, most of whom worked part time.

Typical duties of counter workers include taking customers' orders, serving food and beverages, making out checks, and taking payments. At drugstore fountains and in diners, they also may cook, make sandwiches and cold drinks, and prepare sundaes and other ice cream dishes. In hamburger carryouts, where food is prepared in an assembly-line manner, counter workers may take turns waiting on customers, making French fries, toasting buns, and doing other jobs.

Counter workers in cafeterias fill plates for customers and keep the serving line supplied with desserts, salads, and other dishes. Unlike other counter workers, they usually do not take payments and make change.

Counter workers also do odd jobs, such as cleaning kitchen equipment, sweeping and mopping floors, and carrying out trash.

Training, Other Qualifications, and Advancement

In the counter jobs that require totaling bills and making change, employers prefer to hire persons who are good in arithmetic and have attended high school, although a diploma usually is not necessary. There usually are no specific educational requirements for counter jobs in cafeterias.

Because counter workers deal with the public, a pleasant personality and neat appearance are important. Good health and physical stamina also are needed because they stand most of the time and work at a fast pace during busy periods. State laws often require counter workers to obtain health certificates to show that they are free of contagious disease.

Opportunities for advancement are limited, especially in small eating places. Some counter workers

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AFT

COMPREHENSIVE JOB SKILL INVENTORY

([illegible])

I. Occupational Brief (attached)

II. Video tape of job being performed.

III. Task Analysis Overview-narrative of the following is to be:

  A. Description of Work Setting

    1. Drawing - floor plan sketch of physical plant with employee relevant areas clearly identified.

    2. Arrows on drawing (A) indicating the path (s) one takes within a typical day, e.g., from entrance to work area, work area to restroom, etc.

  B. Description of Social Environment

    1. A description of content, frequency and duration of social interactions essential to job performance categorized according to those which will occur with:

      a. fellow workers
      b. supervisors
      c. patrons
      d. support people (bus driver, banker)

    2. A description of content, frequency and duration of social interactions non-essential but enhansing to the social acceptance of the employee by:

      a. fellow workers
      b. supervisors
      c. patrons
      d. support people (bus driver, banker)

    3. Include sample descriptions of the content, frequency and duration of a non-essential social skills which are found in a "normalized" setting.

    4. Listing of employer specific rules (spoken and unspoken) other than those legally required.

      a. Hygiene
      b. Safety
      c. Interpersonal relationships

        1. fellow workers/friends
        supervisor

    5. Supervision

a. Employer "syle": Description of context within which supervisor gives instruction or commands (a tape recording may possibly help indicate voice inflection, volume, etc.), e.g., 75% of the time supervisor cracks a friendly joke after telling employee what to do.

b. Expected student response. Samples of acceptable verbal and non-verbal responses, the duration of responses and the appropriate time at which to make the response in situations in which:

   (1) Student complies with employer request.
   (2) Student requests a repeat of employer request.
   (3) Student seeks further explanation
   (4) Student asks rationale for request
   (5) Student expresses disagreement with request.
   (6) Student does not perform as requested. (Give samples of employer response employee might expect, e.g., you're fired! Give appropriate follow-up response employee may make, such as, employee should seek advice of vocational counselor)
   (7) Student responds "in kind", e.g. student returns joke of employer.

c. Specific points in time that supervision is job essential for this employee (e.g., if student can't tell time, it is essential that supervisor tell employee to stop a task at 4:30 p.m. and begin cleaning up).

d. Frequency and duration of supervision. (See Occupational Brief)

e. Employer (observer) determined "non-essential" job contingencies, both positive and negative (i.e., "How to Bomb Out" or "How To Get Ahead in Life")

   (1) List of employee-relevant task (s) not to do on the job and what to expect if one should do it. - or what to do instead - (e.g., If you answer the telephone the supervisor will become angry, etc.)

   (2) List of employer pleasing, job related, promotion oriented tasks (the little "extras") an employee can do

to enhance her image with 1) employer and 2) peers. Describe sample conditions under which they may occur. Also include samples of appropriate follow-up responses when relevant. Example: After all dishwashing tasks have been completed employee may:

Wash vegetables, or Fill salt shakers, etc., after which appropriate responses to employer would be

> "Do you have anything else I could help with?" "I should have another break around 2:00 p.m. Let me know if you need help then."

IV. Task Analysis Form

A. Listing of specific job essential tasks which occur in a regular sequence. Notations should be made regarding the frequency and duration of each task, as well as, patterning of tasks. Tasks which occur concurrently should also be identified.

B. Indication of point in time and the behavior (often unobserved unless so structured) which marks "input" for memory.

C. Listing of job essential tasks which occur in a random sequence.

D. Listing of task external events and responses - This means, list specific things which may heppen while performing job, but are not directly a part of the job. Ex. cleaning up a broken glass is external to the tasks required in washing dishes.

E. Listing of employer priorities (in narrative notation) when A. and D., above, are conflicting.

F. Listing of safety implications of any task (A.C.D.).

G. Listing of skills and their application - coding may be used - These skills (eventually) should be verbatum from EEPP, Volumes I and II. Skill areas are language, Math, Motor, Socialization and activities of daily living (ADL).

H. Listing of health related factors, i.e. if a person must stand in one place for three hours with movement contained in approximately 4 square feet, then the physical demands of prolonged standing on back, legs, etc. should be noted and compared with the individual health record.

I. Listing of any other skills or factors, such as attending behavior required, the type, frequency and duratio of reinforcers the employer uses, etc.

J. Expected student responses. Samples of acceptable verbal and non-verbal responses, the duration of responses and the appropriate time at which to make the response in situations in which:

1. Student complies with employer request.
2. Student requests a repeat of employer request.
3. Student seeks further explanation
4. Student asks rationale for request
5. Student expresses disagreement with request.
6. Student does not perform as requested. (Give samples of employer response employee might

expect, e.g., you're fired! Give appropriate follow-up response employee may make, such as, employee should seek advice of vocational counselor)

7. Student responds "in kind", e.g. student returns joke of employer.

K. Specific points in time that supervision is job essential for this employee (e.g., if student can't tell time, it is essential that supervisor tell employee to stop a task at 4:30 p.m. and begin cleaning up).

L. Frequency and duration of supervision. (See Occupational Brief)

M. Employer (observer) determined "non-essential" job contingencies, both positive and negative (i.e., "How to Bomb Out" or "How To Get Ahead in Life")

1. List of employee-relevant task (s) not to do on the job and what to expect if one should do it. - or what to do instead - (e.g., If you answer the telephone the supervisor will become angry, etc.)

2. List of employer pleasing, job related, promotion oriented tasks (the little "extras") an employee can do to enhance her image with 1) employer and 2) peers. Describe sample conditions under which they may occur. Also include samples of appropriate follow-up responses when relevant. Example: After all dishwashing tasks have been completed employee may:

[illegible]

JOB

COMPONENT

TASK 1

SEQUENTIALLY REGULAR STEPS	SEQUENTIALLY RANDOM STEPS	TASK EXTERNAL EVENTS/RESPONSES	SAFETY IMPLICATIONS

SKILLS AND THEIR APPLICATIONS	POSSIBLE SKILL ALTERNATIVES
LANGUAGE	
MATH	
MOTOR	
SOCIALIZATION	

SKILLS AND THEIR APPLICATIONS, CONT.	POSSIBLE SKILL ALTERNATIVES, CONT.
ACTIVITIES OF DAILY LIVING	
HEALTH RELATED FACTORS	
OTHER: ATTENDING BEHAVIOR REINFORCERS (TYPE, FREQUENCY, DURATION)	